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ABSTRACT

This study was designed to develop a profile of the 1983-84 graduates of Oregon schools and colleges of education one year after completion of their programs. A 42-item questionnaire was sent to 1,821 graduates with a 65 percent return rate. Five major topics served as the basis for development of the profile: (1) demographic and certification information; (2) employment status one year after program completion; (3) importance of 25 selected competencies and skills to the assignment of those graduates employed in a school; (4) the adequacy of preparation of graduates employed in a school in these 25 competencies and skills; and (5) conditions of beginning service for those graduates employed in a school. Information was also sought on job searching and employment status, types of assignments, and job changes after one year of teaching. The self-reported perceptions of graduates formed the primary data base for the study. Data are presented on tables accompanied by narrative commentary. (JD)

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PROFILE OF 1983-84 GRADUATES OF OREGON SCHOOLS AND COLLEGES OF EDUCATION ONE YEAR AFTER GRADUATION

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INTRODUCTION

Since 1978 the Office of Academic Affairs of the Oregon State System of Higher Education has been collaborating with Oregon teacher education institutions, the State Department of Education and the Teacher Standards and Practices Commission to conduct an annual study of the employment status of Oregon teacher education graduates one year after completion of their programs. These annual reports have been used to provide teacher education students with a sense of the job market and teacher education institutions with supplemental information to assist them in advising students about careers in various teaching specialties.

As planning for the eighth annual study was begun, attention on educational reform was peaking nationally. Numerous major reports on educational reform were issued between 1982 and 1984, with nearly all the reports calling for higher educational standards, increased course requirements, and other reforms designed to improve the quality of instruction in American schools. There was consensus in these reports on at least one item, that teachers, principals, and other educators are critical to improving instruction in our schools.

It was in this context in 1983 that the Oregon Board of Higher Education requested the Office of Academic Affairs to review needed improvements in State System college and university programs that prepare educational professionals. A major report, "Quality Assurance: Teacher Education in the Oregon State System of Higher Education" was developed during 1983 and presented to the Board of Higher Education in November 1984. The report contained 32 recommendations that the State System believed could significantly improve teacher education in Oregon. These recommendations fell into six major categories:

- students/future teachers
- faculty
- programs/curriculum
- field linkages
- new technology
- experimental/developmental programs.

One recommendation dealt specifically with the annual study of graduates of teacher education programs. The recommendation, approved by the Board of Higher Education when the report was formally accepted, stated that the State System should:

- Continue the annual studies of placement of graduates from public and private institutions with more detailed breakdowns of data (delineation by minority status, age, sex, prior experience).

A broader recommendation addressed the need for the State System to work collaboratively with other educational agencies in the area of improved research and development. This recommendation stated that the State System should:

- Develop a coordinated research and development agenda for OSSHE's teacher education programs to improve resource sharing and pilot new developmental projects for the benefit of the System.

Attempting to incorporate these recommendations, the study of the 1983-84 graduates was greatly expanded in design. For the first time:

- The study population included all newly prepared educational professionals. In years past only teachers (not principals, superintendents, counselors, psychologists, and various special education teachers) had been included.

- The study surveyed all of the students who completed student teaching and practica during the academic year. In past years, students who had been identified as regularly employed in a public school (by the TSPC match-up with SDE data, see review of this procedure under "Methodology") were not surveyed because we already knew them to be employed. These graduates were counted as "employed" in compiling employment statistics but were not surveyed to seek input on the particulars of their employment searches.

- The study questionnaire was greatly expanded to request information well beyond past studies' focus on the employment status of graduates. Demographic and certification information, employment status, adequacy of preparation, the importance of various competencies to the assignments of those graduates employed in a school, and the beginning experiences of those employed in a school were all included.

Many individuals and agencies assisted the Office of Academic Affairs in completing this study. Special thanks go to the Teacher Standards and Practices Commission for sharing their mailing addresses and computerized information on the 1983-84 graduates, to the many students who provided us with such complete information about their experiences during the year following graduation, to Sandy Drengacz who provided invaluable expertise in developing the computer program and completing the computer analysis of the data for the study, and to Sally Lopez and Peggy Tombleson who assisted in analyzing the qualitative data for the study.

Holly Zanville
Assistant Vice Chancellor
for Academic Affairs
August 1985

EXECUTIVE SUMMARY

Since 1978 the Oregon State System of Higher Education has been collaborating with Oregon teacher education institutions, the State Department of Education, and the Teacher Standards and Practices Commission to conduct an annual study of the employment status of Oregon teacher education graduates one year after completion of their programs. In response to the many state and national reports focusing on improvements needed in teacher education, the study of the 1983-84 graduates has been greatly expanded to describe demographic and certification information, employment status, adequacy of preparation, importance of various competencies to the assignments of those graduates employed in a school, and the beginning experiences of those employed in a school.

A 42-item questionnaire was mailed to 1,821 1983-84 graduates constituting the study population. The return rate for the study was 65 percent; 85 percent of the respondents were graduates of public institutions and 15 percent were graduates of private institutions.

Student Demographics

An examination of age, sex, race/ethnicity, and institution of preparation revealed a number of observations about the demographics of the 1983-84 graduates entering the the education profession from Oregon colleges and universities.

* Almost two-thirds of the respondents are 25 years or older, however there are some differences in the age of respondents by type of certification. Almost half of the elementary teachers are 20-24 years old (49 percent) but less than one-third of the secondary teachers (31 percent) and only a handful of the administrators, counselors, psychologists, and supervisors (three percent) are 20-24 years old.

* Approximately two-thirds of the respondents are female, one-third male, however, major differences in male/female balance are noted by type of certification. The elementary teacher category is highly female-dominated, with 85 percent female and only 15 percent male. The secondary teacher category presents a more balanced picture, with 59 percent female and 41 percent male. Those in the administrator, counselor, psychologist, and supervisor category present an even more balanced picture, with 47 percent female, and 53 percent male.

* The majority of the respondents (98 percent) are white. Only two percent are minorities, with the largest number in the Asian/Pacific Islander category (14 students out of 26 minorities).

* The number of respondents by institution of preparation is fairly evenly distributed; 19, 16, 19, 17, and 15 percent of the respondents were prepared at the University of Oregon, Oregon State University, Western Oregon State College, Portland State University, and the private institutions, respectively (the ten private institutions are

taken as a group). Only 9 and 5 percent of the respondents were prepared at Southern Oregon State College and Eastern Oregon State College, respectively.

Certification and Endorsements

Graduates were asked a number of questions about their certification and endorsements, including state(s) applied to for certification, type of certification sought, and type and number of endorsements received.

* The majority of respondents (88 percent) applied for certification in Oregon. Twenty-two percent of the respondents applied for certification in other states, with about half applying to Oregon plus other state(s) and the other half applying to state(s) outside Oregon only.

* States most frequently identified by respondents as those applied to for certification included Washington, California, Idaho, other in the West, and other outside of West (in that order).

* Certification as teacher was the major type of certificate sought -- by 94 percent of the respondents.

* Forty-two percent of the respondents were certified with the elementary endorsement; 50 percent with a secondary endorsement; 5 percent with a special education endorsement; and 3 percent with an administrative or counseling/psychologist endorsement.

* In comparing the numbers of 1983-84 Oregon teachers certified by major endorsement area to the 1982-83 graduates, significant increases (plus 10 graduates) occurred in elementary (+65), language arts (+20), social studies (+18), and speech-impaired (+13). Significant decreases (minus 10 graduates) occurred in art (-21) and physical education (-18).

Post-Certification Employment Experiences

Graduates were asked a number of questions about their search for employment, including questions about the number of job applications submitted, number of offers received from schools, and timing of receipt of contracts from schools/districts.

* The majority of respondents (61 percent) who were successful in obtaining full-time employment in a school submitted more than three job applications.

* The majority of respondents (61 percent) received only one job offer from a school.

* The majority of respondents (85 percent) received their contracts from their employing school/district by September 30, 1984.

Graduates were asked a number of questions about their employment status, whether they were employed full- or part-time in a school or nonschool setting, type of employer, county of employment, type of assignments for those employed in a school, and plans to continue seeking full-time employment in a school setting.

* Of the 1,147 respondents, 954 reported obtaining full- or part-time employment in a school (88 percent).

* Of these respondents, 630 reported obtaining full-time employment in a school (55 percent), with the breakout by type of employment as follows: 87 percent as teachers, 1 percent as teacher aides, 5 percent as administrators, 1 percent as counselors, 1 percent as full-time substitute teachers, and 4 percent as other.

* Another 324 respondents reported obtaining part-time employment in a school (28 percent), with the breakout by type of employment as follows: 23 percent as teachers, 1 percent as teacher aides, 1 percent as counselors, 70 percent as substitute teachers, and 5 percent as other.

* Over 200 respondents reported obtaining full- or part-time employment in a nonschool setting (18 percent) with 55 of them obtaining professional employment (26 percent) in a business/industry, laboratory/research, or community/public service setting; and 153 obtaining employment in semi-skilled positions (74 percent). The majority of those employed in professional positions (75 percent) were secondary-certified graduates.

* Full-time school placement rates in some endorsement areas were considerably better than the 55 percent rate for all endorsements. Areas with 65 percent or better full-time placement rates were: French, health education/combined, drama, speech, educational media, basic math, advanced math, physical science, integrated science, counselor, supervisor, hearing impaired, visually impaired, psychologist, handicapped learner, severely handicapped, and principal.

* Full-time school placement rates in some endorsement areas were considerably lower than the 55 percent rate for all endorsements. Areas with 45 percent or lower full-time placement rates were: art, physical education, home economics, elementary music, social studies, and superintendent.

* The majority of those obtaining full-time employment in a school were in public schools (86 percent in public elementary and secondary schools).

* Significantly more of the secondary-level people were employed in public schools than elementary-level people, 93 to 80 percent, respectively.

* Full-time employment in a school was generally better for the secondary-level people than elementary-level people; 55 percent of the secondary people obtained full-time employment in a school compared to 42 percent of the elementary people.

* Of those people obtaining full-time school employment, the majority (51 percent) were employed in seven of Oregon's counties: Washington, Marion, Lane, Douglas, Multnomah, Jackson, and Clackamas; 35 percent were employed in other Oregon counties, and 14 percent were employed outside Oregon.

* Of those respondents employed full-time in a school, almost one-fourth (23 percent) reported that all of their assignment was not in their endorsement area(s). Of those reporting they were "misassigned" in some way, over three-fourths were secondary people (78 percent). Of the 92 respondents who described the nature of their misassignments, 23 meet the Oregon definition of a "technical misassignment" (assigned three or more classes outside their endorsement). Another 27 respondents were assigned two courses outside their endorsement area and 30 respondents were assigned one course outside their endorsement area.

* Fully half of the respondents (51 percent) employed full-time in a school indicated they are continuing to look for other full-time employment in a school. Another very large number of respondents who are not currently employed full-time in a school are continuing to look for full-time employment in a school (408 respondents).

Education Plans

Graduates were asked about their future educational plans, including whether they expected to continue part- or full-time and what institution they would be attending.

* Nearly half of the respondents (49 percent) indicated they are continuing their education in a college or university program.

* A greater percentage of the secondary than elementary people are continuing their education, 55 percent compared to 39 percent. The largest percentage of respondents continuing their education, however, are those in the administrator, counselor, psychologist, and supervisor categories — 76 percent.

* A majority of students who are continuing their education are doing so on a part-time rather than full-time basis (80 percent).

* Of those respondents continuing their education in Oregon, 91 percent are attending public institutions.

Adequacy of Preparation and Important Skills/Competencies

Graduates who were employed full- or part-time in a school were asked to indicate "how important" each of 25 listed competencies/skills were to them in their current assignment; and then to rate "how adequate" their preparation was in each of these 25 areas. A number of significant gaps between the extent of importance for each competency/skill and corresponding adequacy of preparation are noted in the report.

* An analysis of the top-ranked competencies/skills indicates that eight competencies/skills were identified by the majority of respondents (60 percent or more) as being "very important" to their assignment. Only four competencies/skills, however, were rated by the majority of respondents (60 percent or more) in the two top ranking categories ("good" to "excellent") for adequacy of preparation.

* Eighteen competencies/skills were rated as "moderately" to "very important" by the respondents to their school assignments (mean of 3.0 or better, on a 4-point scale). Only two competencies/skills, however, received a "good" to "excellent" rating by respondents (mean of 3.0 or better) for adequacy of preparation.

* An analysis of the bottom-ranked competencies/skills indicates that four competencies/skills were rated by 15 percent or more of the respondents as being "not important" to their current assignments. Sixteen competencies/skills, however, were rated by 15 percent or more of the respondents in the "poor" preparation category.

* In grouping the five top-ranked competencies/skills for "importance" to graduates' assignments, only two -- subject matter competency and planning for instruction -- also fell into the top five for "adequacy" of preparation. This finding validates a widely held belief by many in the education profession that subject matter preparation is generally very good in Oregon colleges and universities.

Conditions of Beginning Service

Graduates who were employed full- or part-time in a school were asked a number of questions about the conditions of beginning service in their schools. Graduates were asked if the employing school/district provided an orientation program to the school/district and the assignment, how effective the orientation was if provided, and whether special programs were provided to assist persons in the entry year. Graduates were also asked what improvements might be made to assist people in their entry-year, and what types of in-service or college/university programs were needed to assist in their continuing professional development.

* One-third of those employed full-time in a school received no orientation to their school/district. More than half received no orientation to their assignment.

* Where an orientation was provided to the school/district, the orientation was rated as "moderately" to "very effective" by almost three-fourths of the respondents. However, where an orientation was provided to the assignment, the orientation was rated as "moderately" to "very effective" by less than half of those who received such an orientation.

* Only one-third of the full-time employed respondents indicated that their school/district has a special program for beginning employes.

* The majority of respondents indicated they were supported "moderately" to "very well" by the principal and other staff.

* When schools/districts do have special programs to assist entry-year people, the most common type of assistance provided is the periodic visit by the building administrator to review the staff member's carrying out of assignment. The least common is the assignment of a staff member to work with the new employe.

* Of the more than 1,100 inservice titles and college courses identified as needed by respondents, 68 percent were inservice and 32 percent were college courses. The most frequently mentioned subjects were classroom management, communication with parents, computers, discipline, mathematics, reading, talented and gifted, and writing.

* Of the list of improvements that the local school/district could implement to assist people in their entry year to be more effective, the most frequently mentioned were: better communications regarding policies, expectations, and planning models; stricter discipline policies and help in enforcing policies; increased time spent in and quality of observation/feedback by school administration; better communication/sharing with other teachers; availability of curriculum guidelines; mentoring by experienced teacher; having an orientation program; having a procedures and guidelines manual; receiving information on resources available to teachers; and restricting duties for first-year teachers.

Opinions Regarding Competency Testing for Certification

An optional question on testing was included in the survey because of the growing interest in Oregon in the use of competency testing as a requirement for certification.

* The majority of respondents are in favor of required tests in the basic skills (86 percent), subject matter (68 percent), professional knowledge (53 percent), and general knowledge (53 percent).

Qualitative Comments

An open-ended question asked graduates to provide written comments on their academic preparation, placement procedures for job searches, and/or the employment situation in their specialty.

* A number of respondents indicated that the reputation of education as a profession needs improvement.

* About an equal number indicated their preparation was "adequate" or "excellent," compared to a similar number indicating the college or university provided "poor" preparation.

* A number of respondents indicated that there was not enough preparation in the college/university on classroom management and discipline.

* Many students felt the need for more preparation regarding job searches, resume writing, and interviewing strategies.

* Many students commented that they did not receive sufficient preparation on "practical" matters in their college programs.

* A number of students commented on the scarcity of jobs in their field.

* About an equal number of students indicated praise for their colleges' placement services, compared to those critical about theirs.

* Many students commented about the importance of student teaching to their preparation programs. A number of students indicated that they needed less classroom time in their preparation program, but more student teaching.

METHODOLOGY

Study Design

The study was designed to develop a profile of the 1983-84 graduates of Oregon schools and colleges of education one year after completion of their programs. Five major topics served as the basis for development of the profile:

- demographic and certification information
- employment status one year after completion of programs
- the importance of 25 selected competencies and skills to the assignment of those graduates employed in a school
- the adequacy of preparation of graduates employed in a school in these 25 competencies and skills
- conditions of beginning service for those graduates employed in a school.

The study was of the survey descriptive type. A 42-item questionnaire was developed around the five major topics identified above. The self-reported perceptions of graduates formed the primary data base for the study.

Primary Data Base

Each year the Teacher Standards and Practices Commission (TSPC) receives a list from Oregon colleges and universities of those students registering for student teaching and practica experiences during the school year. In 1983-84, 1,821 students were registered with TSPC in this manner, and constituted the study population. Students' names and addresses were prepared on a computer printout list and in mailing label form by TSPC in January 1985.

Questionnaires were mailed to the study population in February 1985. A second mailing to nonrespondents was completed in March. A third and final mailing to nonrespondents was completed in April.

By June 1, responses had been received from 1,147 students. Sixty-four respondents reported that they did not belong in the study population, i.e., they did not complete their program yet or were not 1983-84 graduates (some were graduates in previous years). The study population, therefore, was recalculated to be 1,757.

The return rate for the study was 65 percent, based on 1,147 responses out of 1,757. Response rates by institution ranged from 64 to 71 percent. Eighty-five percent of the respondents were graduates of public institutions; 15 percent, private institutions. Forty-two percent of the respondents were elementary-certified; 55 percent, secondary-certified; and 3 percent certified as administrators, supervisors, psychologists, or counselors (hereafter to be referred to as "other" throughout the report).

Table 1 on the following page describes summary statistics pertaining to the study population by institution. Table 2 portrays respondents by institution and level.

Table 2
Respondents by Institution, by Level
N = 1,138

Institution	Elementary	Secondary	Other*	Total
Public in Oregon				
UO	65	119	24	208
OSU	70	119	-	189
PSU	90	105	6	201
WOSC	108	100	-	208
SOSC	52	57	6	115
EOSC	20	32	-	52
Public Total	405	532	36	973
Private in Oregon				
George Fox	17	8	-	25
Lewis & Clark	10	30	-	40
Linfield	17	17	-	34
Pacific Univ.	5	6	-	11
U. of Portland	7	10	-	17
Warner Pacific	1	6	-	7
Willamette Univ.	-	13	-	13
Concordia	8	-	-	8
Columbia Christian	-	1	-	1
Judson Baptist	7	3	-	10
Private Total	72	93	-	165
Total Responses	477	625	36	1,138

*"Other" throughout this report includes administrators, counselors, psychologists, and supervisors.

Secondary Data Base

A second source of data was available to the study. For the past eight years, TSPC has collected the names of all students registering for student teaching or practica in the academic school year. These names are entered in a computer file. Each fall, the State Department of Education surveys school districts to collect numerous data needed by the department. One item asks for a list of all regular employes (full- and part-time) new to the school as of September 30 of that year. TSPC's computer matches this list with its list of student teachers, developing a new file of the place of employment for each student that appears as employed in a public school in Oregon.

This file was available to this study. From it we have used the number of 1983-84 graduates reported by districts to be employed by September 30, broken out in totals and by institution from which students graduated (see Table 1).

Table 1
Summary Statistics of Study Population, by Institution

	UO		OSU		PSU		WOSC		SOSC		EOSC		Indep. Colleges		All Institutions	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No. completing student teaching/ practica in 1983-84[1]	339	19%	292	16%	313	17%	345	19%	166	9%	88	5%	278	15%	1,821	100%
No. who did not complete program as reported on survey[2]	14	22	8	13	15	23	15	23	4	6	1	2	6	9	64	
No. in study population	325	19	284	16	298	17	330	19	162	9	87	5	272	15	1,757	
No. and % of students completing program and applying for certification to TSPC by January 1, 1985[3]	297	88	249	85	262	84	288	84	157	95	78	89	220	79	1,351	88
Employed as regular employe in Oregon public schools as of September 30, 1984[4]	150	51	93	37	103	39	113	39	62	39	39	50	54	25	614	40
Number/percent return in survey[5]	208	64	189	67	201	67	208	63	115	71	52	60	173	64	1,147	65*
Full-time Employed in school[6]	118	57%	109	58%	107	53%	121	58%	54	47%	37	71%	84	49%	630	55%

*Percent of total completing requirements for certification in Oregon or any other state (64 respondents indicated they did not complete requirements -1821 = 1757).

[1]Source of data: TSPC File
[2]Source of data: OSSHE Survey (This number includes those who did not complete their programs, or who reported they did not complete student teaching or practica during 1983-84.)
[3]Source of data: TSPC File
[4]Source of data: TSPC File (Percent that follows number refers to number obtaining full- and part-time jobs in public schools in Oregon out of number applying to TSPC for certification in Oregon.)
[5]Source of data: OSSHE Survey
[6]Percent that follows number refers to number reporting they obtained full-time employment in school setting out of number of respondents in study population.

Analysis of the Data

Most data reported in following sections derive from the survey conducted by the Office of Academic Affairs this spring. Some data derive from the TSPC/SDE matched-up data file. While there are some discrepancies between the two sources (for example, the OSSHE survey can account for 65 percent of the total population for the study, while the TSPC/SDE match-up accounts for those students requesting certification in Oregon and obtaining employment in Oregon public schools), it seemed preferable to use both sources where appropriate, with the designation of source of data.

Because some respondents did not answer each item on the questionnaire, the number of respondents (N) identified in tables in the report will vary. Where discrepancies in numbers seemed particularly troublesome, a footnote is attached with the table explaining the reasons for the discrepancy (for example, when some respondents are "double-counted" in employment figures because they hold two part-time jobs).

It should be noted that data for Oregon State University and Western Oregon State College respondents are reported by "home institution" although the two institutions' programs are now the merged OSU/WOSC School of Education.

FINDINGS

Student Demographics

In past reports little effort was made to look at the changing demographics of the new graduates entering the education profession from Oregon colleges and universities. In order to develop a picture of the type of people entering the education profession in Oregon, an entire section of the survey questionnaire was devoted to gathering information on student demographics.

Age

Almost two-thirds of the respondents are 25 or older. There are major differences in the age of respondents by type of certification:

- 73 percent of the elementary teachers are in the 20-29 range, 27 percent are 30+
- 63 percent of the secondary teachers are 20-29, 37 percent are 30+
- 8 percent of the administrators, counselors, psychologists, and supervisors are 20-29, 92 percent are 30+.

Table 3
Age, by Level
N = 1,115

Age	Elementary	Secondary	Other
20-24	231	186	1
25-29	116	195	2
30-39	94	163	15
40+	33	61	18
Total	474	605	36

Age breakouts by institution indicate that OSU, WOSC, and independent colleges graduated the majority of 20-24 year-olds (72 percent), but that PSU, UO, and SOSC graduated the majority of 30+ students (67 percent). The largest category of students, by age, at each institution is as follows: UO's largest number of students is in the 25-29 range; OSU, 20-24; PSU, 30-39; WOSC, 20-24; SOSC, 30-39; EOSC, 25-29; and independent colleges, 20-24.

Table 4
Age, by Institution
N = 1,125

Institution	Age Brackets			
	20-24	25-29	30-39	40+
UO	46	67	52	38
OSU	91	58	29	8
PSU	32	56	79	29
WOSC	106	49	33	18
SOSC	23	31	46	14
EOSC	16	17	15	3
Independent Colleges	111	36	19	3
Total	425	314	273	113

Sex

Slightly more than two-thirds of the respondents are female, one-third male. There are major differences in male/female balance by type of certification:

- 85 percent of the elementary teachers are female, 15 percent male
- 59 percent of the secondary teachers are female, 41 percent male
- 47 percent in the "other" category are female, 53 percent male.

Table 5
Sex, by Level
N = 1,126

Sex	Elementary	Secondary	Other	Total
Female	404	361	17	782
Male	71	254	19	344
Total	475	615	36	1,126

Table 6 portrays male/female respondents by institution. Only two institutions, Southern Oregon State College and Eastern Oregon State College, approximate a balance between male and female respondents with 44:56 percent and 45:55 percent, respectively.

Table 6
Sex, by Institution
N = 1,137

Institution	Male	Female	Percent Male/Female
UO	69	137	34:67
OSU	54	135	29:71
PSU	57	141	29:71
WOSC	53	154	26:74
SOSC	50	64	44:56
EOSC	23	28	45:55
Independent Colleges	41	131	24:76
Total	347	790	31:69

Race/Ethnicity

Some 98 percent of the 1983-84 respondents are white.

Table 7
Race/Ethnic Affiliation
N = 1,138

Ethnic Group	Number	Percent
Asian/Pacific Islander	14	1.2
Alaskan/Native American	2	.2
Black	2	.2
Hispanic	6	.5
White	1,112	97.7
Other	2	.2

The number of minority students in the respondent population is so limited that virtually no institution can be said to account for any greater number than any other institution.

Table 8
Race/Ethnicity, by Institution
N = 1,138

Institution	Alaskan/ Native Am.	Asian/ Pacific Is.	Black	Hispanic	White	Other
UO	1	2	1	1	202	1
OSU		2			185	1
PSU		2		2	196	
WOSC		1		2	201	
SOSC		2		1	111	
EOSC			1		51	
Independent Colleges	1	5			166	
Total	2	14	2	6	1,112	2

Institution of Preparation

Table 1 indicates that enrollment in professional education preparation programs is fairly evenly distributed across Oregon colleges and universities, with the exception of Eastern Oregon State College and Southern Oregon State College, which prepared 5 percent and 9 percent, respectively, of the students registering for student teaching and practica during 1983-84.

Certification and Endorsements

Certification

The majority of responding 1983-84 graduates (88 percent) applied for certification in Oregon by January 1, 1985. Almost one-fourth of the respondents applied for certification to other states (about half of those graduates applying for certification in other states applied in Oregon as well; the other half applied in other states only):

Application to Other States	Percent
1 other state	19.7
2 other states	2.0
3 other states	.4

The largest number of respondents applying for certification outside Oregon applied in Washington (91 respondents). The following states were identified by respondents as those applied to for certification:

Table 9
State Outside Oregon Applied To for Certification, by Level
N = 223

State	Elementary	Secondary	Other	Total
California	10	15	2	27
Idaho	7	12		19
Washington	41	48	2	91
Other in West	29	26	4	59
Out of West	7	19	1	27
Total	94	120	9	223

The types of certificate sought by respondents were as follows:

Type of Certification	Percent
Teacher	94.0
Counselor, Supervisor, Psychologist	1.0
Administrator	2.0
Other*	4.0

Endorsements

A breakdown by endorsement for those students completing student teaching and those responding to the survey appear in Table 10, page 18. Students completing student teaching or practica in 1983-84 fall into four major categories: elementary education; special education; administrator, counselor, psychologist and supervisors; and all other secondary fields.

Table 11 on page 19 presents the numbers of Oregon-certified graduates in major teaching specialties each year from 1977-78 to 1983-84. A number of observations can be made about the production of teachers in these various areas:

- The number of individuals certified upon program completion increased in 1983-84 compared to 1982-83 in eleven of the sixteen fields.
- Significant increases in production (plus 10 graduates) occurred in elementary (+65), language arts (+20), social studies (+18), and speech-impaired (+13).

*Since other states may offer more than the three major types of certificates available in Oregon, some respondents fall into an "other" category.

- In five other teaching fields there was a decline in the number of certified graduates between 1982-83 and 1983-84.

- Significant decreases in production (minus 10 graduates) occurred in art (-21) and physical education (-18).

Table 10 on page 19 portrays respondents by endorsement areas, including breakouts of the graduates completing student teaching/practica in 1983-84. Although the total population is female-dominated (65 percent female, 33 percent male), the male/female balance varies considerably by endorsement areas.

Endorsements that are male-dominated (males constitute 65 percent or more of the number prepared in the endorsement) include:

Male-Dominated Endorsements	Percent Male
journalism	100
trade and industrial	100
industrial arts	83
physical science	79
superintendent	71
advanced math	69
physical education, 5-12	69
basic math	67
supervisor	67
social studies	66

Endorsements that are female-dominated (females constitute 65 percent or more of the number prepared in the endorsement) include:

Female-Dominated Endorsements	Percent Female
educational media	100
elementary music	100
drama/combined	100
home economics	100
reading	100
visually impaired	100
French	92
speech impaired	90
elementary	84
hearing impaired	83
health education/combined	78
German	75
Spanish	75
handicapped learner	74
business/office education	70
severely handicapped learner	69
health education, K-12	65

Post-Certification Employment Experience

Job Search

Graduates were asked to indicate the number of job applications submitted to schools during their employment search. Of those respondents obtaining regular full-time employment in a school, 36 percent (227) submitted two to six job applications to schools during their employment search; 21 percent (134) submitted only one job application. Some respondents reported submitting more than 25 applications.

Table 12
Job Applications Submitted by Respondents
Obtaining Full-time Employment in School
N = 630

No. of Job Applications	Respondents	Percent
1	134	21
2- 3	110	17
4- 6	117	19
7-12	107	17
13-25	107	17
25+	55	9

Graduates were asked to indicate the number of job offers received from schools during their employment search. Almost two-thirds of the respondents who obtained full-time employment in a school (61 percent) received only one job offer from a school during their employment search. One-third received two to three job offers.

Table 13
Job Offers Received by Respondents
Obtaining Full-time Employment in School
N = 623

Job Offers Received	Respondents	Percent
1	381	61
2-3	203	33
4-6	32	5
7+	4	1

Table 10
Respondents by Certification/Endorsements

Student Teaching Field/ Certification Endorsement	All Student Teachers Male	Female	Total***	Number Responding	Percent Return
Elementary Education	115	606	723	480	66
Agriculture	7	10	17	12	71
Basic Art	9	16	27	14	42
Business and Office Education	10	23	33	25	76
Distributive Education	2	2	4	4	100
Driver Education (Combined)*	0	0	0	0	-
French	1	11	12	6	50
Spanish	4	12	16	10	63
Russian	0	0	0	0	-
German	1	3	4	0	-
Latin	0	0	0	0	-
Italian	0	0	0	0	-
Other Foreign Language	0	0	0	0	-
Physical Education (5-12)	35	16	51	31	61
Physical Education (K-12)	56	58	116	79	68
Health Education (K-12)	7	13	20	10	50
Health Education (Combined)	2	7	9	5	56
Home Economics	0	25	25	18	72
Industrial Arts	25	5	30	15	50
Trade and Industrial	2	0	2	2	100
Language Arts	40	61	102	71	71
Reading (Combined)	0	12	12	9	75
Drama (Combined)	0	3	3	1	33
Speech (Combined)	0	0	0	2	100
Journalism (Combined)	1	0	1	0	-
Language Arts/Social Studies	2	2	4	4	100
Educational Media	0	6	6	5	83
Basic Mathematics (Combined)	6	3	9	3	33
Advanced Mathematics	25	11	36	33	92
Elementary Music (K-9)	0	1	1	1	100
Music (K-12)	24	32	58	41	71
Biology	34	21	56	37	66
Physical Science	11	3	14	7	50
Integrated Science	11	9	21	17	81
Social Studies	73	38	119	77	65
Counselor	4	3	7	2	29
Supervisor	10	5	15	4	27
Hearing Impaired	3	19	23	19	83
Visually Impaired	0	1	1	1	100
Speech Impaired	4	38	42	29	69
Psychologist	3	5	8	5	63
Severely Handicapped Learner	3	11	16	9	56
Handicapped Learner	20	60	81	29	36
Vice-Principal	1	3	5	0	-
Principal	45	27	75	19	25
Superintendent	10	4	17	6	35
Total	606	1,185	1,821	1,142	63**

*Last year for endorsement by TSPC, as of January 1985.

**Return rate is actually better than 63 percent since some of the 1,821 either did not complete their programs or were in error being registered as a 1983-84 student. See discussion on page 8.

***Male and female do not equal totals in every case because some students will not provide sex designation on questionnaires.

Source of "All Student Teacher" Data: TSPC File.

Table 11
Comparison of the Number of Teachers Certified in Oregon
by Major Teacher Endorsement Area, 1977-78 through 1983-84

Major Teacher Endorsement Areas	Number of Certified Teachers						
	77-78	78-79	79-80	80-81	81-82	82-83	83-84
Elementary	776	825	682	648	602	559	624
Agriculture	12	19	20	15	12	11	12
Art	66	55	49	40	37	40	19
Business	31	41	32	23	27	25	33
Educational Media	6	3	14	6	9	3	5
Foreign Languages	34	26	33	26	39	30	22
Health Education	23	38	41	37	36	34	26
Home Economics	53	30	26	26	20	20	23
Industrial Education	24	27	24	19	24	23	28
Language Arts	146	153	118	89	102	71	91
Mathematics	43	39	33	32	30	37	43
Music	72	60	106	77	53	54	46
Physical Education	274	216	204	168	198	161	143
Sciences	76	66	63	63	69	71	74
Social Studies	152	137	126	111	109	77	95
Speech Impaired	*	*	*	34	27	20	33

* Not available.

Source of Data: TSPC File

Because past studies of the employment of education graduates have indicated that many students are employed after school begins in the fall, graduates who were employed in a school were asked to indicate if they had received their contracts from their school district before or after September 30. Most of the respondents (85 percent) received their contract from their employing school/district by September 30, 1984; however, nearly 100 respondents (15 percent) received contracts after this date.

Table 14
Contracts Received by Level
N = 626

Received Contract	Elementary	Secondary	Other	Total
Before 9/30/84	214	289	28	531
After 9/30/84	42	50	3	95

Employment Status

Of the 1,147 respondents, 55 percent (630)* reported obtaining full-time employment in a school setting:

- 87 percent as teachers
- 1 percent as teacher aides
- 5 percent as administrators
- 1 percent as counselors
- 1 percent as full-time substitute teachers
- 4 percent as other.

Another 28 percent (324) reported obtaining part-time employment in a school setting:

- 23 percent as teachers
- 1 percent as teacher aides
- 1 percent as counselors
- 70 percent as substitute teachers
- 5 percent as other.

*Respondents indicating they obtained full-time employment varies in some tables from 633 to 630.

The majority (59 percent) of those not employed full-time in a school wanted full-time employment but were unable to find a job.

Table 15
Graduates Wanting Full-time School
Employment But Unable to Find A Job
N = 507

	Number	Percent
Wanted Full-time School Employment But Unable to Find	297	59
Not Looked for Full-time School Employment	210	41
Total	507	

Of those respondents who indicated they were not looking for full-time school employment, the reasons varied considerably.

Table 16
Graduates Who Did Not Seek Full-time
School Employment, by Reason
N = 208

	Number	Percent
Wanted Full- or Part-time in Nonschool Setting	31	15
Wanted Part-time in School	34	16
Am Homemaker	23	11
In Military or Peace Corp	2	1
Am Continuing Education Full-time	43	21
Other	75	36
Total	208	

A breakout of those employed full- or part-time in a school, as well as those employed as substitute teachers and those employed outside of a school setting appears in Table 17 on the following page. A breakout for those employed full-time and part-time in a school setting, by institution, appears in Table 18, page 23. Table 19, page 24, portrays the employment status of respondents by endorsement areas.

Table 17
Employment Status in School and Nonschool Settings
N = 1,155

	Full-time Employed in a School				Part-time Employed in a School					Employed Full- or Part-time Not in a School			
	No.	Elem.	Sec.	Other	No.	Elem.	Sec.	Other		No.	Elem.	Sec.	Other
Teacher	543	244	299	0	75	29	46	0	Professional Bus. & Industry	12	2	10	0
Teacher Aide	9	5	4	0	4	3	1	0	Lab/Research	5	1	4	0
Administrator	31	5	9	17	0	0	0	0	Community/Public Service	38	8	27	2
Counselor	7	0	5	2	2	0	1	1					
Other	25	5	18	2	17	2	15	0	Semi-Skilled Bus. & Industry	123	49	72	0
Substitute	8	2	6	0	226	115	111	0	Community/Public Service	30	11	18	0
Total	623	261	341	21	324	149	174	1	Total	208	71	131	2

*Respondents number more than total respondents because some respondents employed part-time in a school are also employed part-time outside of a school.

Source of Data: OSSHE Survey

Table 18
Full- and Part-time Employed in School Setting by Institution

Institutions	Teacher		Teacher Aide		Admin.		Counselor		Substitute Teacher		Other		Total	
	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Public														
O	89	15	0	0	19	0	2	1	0	36	8	2	118	54
SU	101	12	3	0	1	0	0	0	1	32	3	0	109	44
SU	91	16	3	1	6	0	4	1	0	45	3	5	107	68
OSC	110	11	0	2	0	0	1	0	2	35	8	4	121	52
OSC	46	4	0	1	5	0	0	0	1	38	2	1	54	44
OSC	37	5	0	0	0	0	0	0	0	4	0	0	37	9
Total	474	63	6	4	31	0	7	2	4	190	24	12	546	271
Private														
olumbia	4	1	0	0					0	1	0	0	4	2
oncordia	8	0	0	0					0	0	0	0	8	0
eorge Fox	10	0	0	0					1	9	1	1	12	10
udson Baptist	3	0	0	0					0	3	0	0	3	3
ewis & Clark	22	4	0	0					1	7	0	0	23	11
infield	12	2	1	0					0	8	0	1	13	11
acific Univ.	4	1	0	0					2	3	0	1	6	5
. of Portland	8	3	1	0					0	2	0	0	9	5
arner Pacific	3	1	0	0					0	0	0	2	3	3
illamette	3	0	0	0					0	3	0	0	3	3
Total	77	12	2	0					4	36	1	5	84	53

= Full-time employed
= Part-time employed

ource of Data: OSSHE Survey

Table 19
Employment Status, by Endorsement
N = 1,142

Endorsement	Full-time In School		Substitute Teacher		Part-time In School		Full- or Part-time Not In School		Total
	No.	%	No.	%	No.	%	No.	%	
Elementary Educ.	261	54	115	24	34	7	71	15	481
Agriculture	6	50	4	33	1	8	1	8	12
Art	6	43	4	29			4	29	14
Business & Office Educ.	15	60	4	16	2	8	4	16	25
Distrib. Educ.	2	50					2	50	4
French	5	83			1	17			6
Spanish	5	50	1	10	3	30	1	10	10
PE/5-12	9	29	12	39	2	7	8	26	31
PE/PP-12	30	39	17	22	10	13	21	27	78
HE/PP-12	3	30	3	30	2	20	2	20	10
HE/Combined	4	80	1	20					5
Home Economics	7	39	4	22	2	11	5	58	18
Industrial Arts	7	47	3	20			5	33	15
Trade & Industrial			1	50			1	50	2
Language Arts	38	57	12	18	4	6	13	19	67
Reading	5	56	2	22	1	11	1	11	9
Drama	1	100							1
Speech	2	100							2
Language Arts/ Soc. Studies	6	60	1	10	2	20	1	10	10
Educational Media	4	80			1	20			5
Basic Mathematics	2	67	1	33					3
Advanced Mathematics	29	88	2	6	1	3	1	3	33
Elementary Music/PP	1	33					2	67	3
Music/PP-12	20	49	4	10	10	24	7	17	41
Biology	17	47	10	28	4	11	5	14	36
Physical Science	7	100							7
Integrated Science	12	71	1	6	2	12	2	12	17
Social Studies	31	42	15	21	7	10	21	29	74
Counselor	2	100							2
Supervisor	4	100							4
Hearing Impaired	13	68	5	26			1	5	19
Visually Impaired	1	100							1
Speech Impaired	14	48	1	3	6	21	8	28	29
Psychologist	4	80			1	20			5
Severely Handicapped	7	78					2	22	9
Handicapped Learner	24	83	2	7			3	10	29
Principal	19	100							19
Superintendent	2	33					4	67	6
Total	625		225		96		196		1,142

Source of Data: OSSHE Survey

Although a substantial number of respondents (208) indicated in Table 17 that they were employed full- or part-time in a nonschool setting, nearly three-fourths of them (74 percent) were employed in semi-skilled positions. Only a fourth of these respondents (26 percent) were employed in professional positions. Three-fourths of those employed in professional positions (75 percent) were secondary-certified graduates. It should be noted that many graduates reported being employed part-time in a school and part-time in semi-skilled positions in nonschool settings.

Endorsement areas with the largest percent of persons employed full-time in a school (65 percent or better) were:

- French
- health education/combined
- drama
- speech
- educational media
- basic math
- advanced math
- physical science
- integrated science
- counselor
- supervisor
- hearing impaired
- visually impaired
- psychologist
- handicapped learner
- severely handicapped
- principal.

Endorsement areas with the lowest percent of persons employed full-time in a school (45 percent or less) were:

- art
- physical education
- social studies
- home economics
- elementary music
- superintendent.

Of those obtaining full-time employment, the majority were in public schools. The breakdowns by type of school included:

- 86 percent in public schools (elementary and secondary)
- 8 percent in private schools (elementary and secondary)
- 2 percent in preschool/daycare
- 1 percent in college (community college, business school, etc.)
- 3 percent in other school setting.

Significantly more of the secondary-level people were employed in public schools then elementary-level people: 93 percent to 80 percent, respectively.

Table 20
Full-time Employed in a School
by Type of Employing School
N = 630

Type of School	Elementary	Secondary	Other	Total
Public School	208	315	28	551
Private School	38	16	-	54
Preschool/Daycare	10	2	-	12
College	-	3	2	5
Other	5	1	2	8
Total	261	337	32	630

Of those obtaining full-time employment in a school, employment was generally better for the secondary level respondents; 55 percent reported they obtained employment, compared to 42 percent of the elementary respondents (see Table 15). More secondary people (54 percent) were also employed part-time in schools than elementary or "others."

Of those respondents obtaining full-time employment in a school, 51 percent were employed in just seven of Oregon's 36 counties (Washington, Marion, Lane, Douglas, Multnomah, Jackson, and Clackamas), 35 percent in Oregon's other counties, and 14 percent outside of Oregon (see Tables 21 and 22).

Although considerable attention has been placed upon growing numbers of elementary students in Oregon's schools, employment of 1983-84 graduates still favored secondary graduates somewhat (in six of these seven counties, full-time placements were better for secondary-level people).

Table 21
Top Seven Counties for
Full-time Employment, by Level

County	Elementary	Secondary	Other	Total
Washington	21	31	1	53
Marion	21	28	2	51
Lane	19	29	3	51
Douglas	9	21	-	30
Multnomah	38	27	3	68
Jackson	8	16	8	32
Clackamas	12	25	3	40
7-County Total	128	177	20	325
Other Oregon Counties	94	117	9	220
Total Oregon	222	294	29	545

Table 22
Percent Employed Full-time in School Setting
by County and Level

County	Total	Elem.	Sec.	Other	County	Total	Elem.	Sec.	Other
Not in Oregon	14.4	14.6	14.8	9.4	Lake	.5	.4	.6	.4
Baker	1.1	1.5	.9	-	Lane	8.0	7.3	8.4	9.4
Benton	2.5	2.3	2.6	3.1	Lincoln	1.7	1.5	1.7	3.1
Clackamas	6.3	4.6	7.2	9.4	Linn	2.8	4.2	2.0	-
Clatsop	.6	.8	.6	-	Malheur	1.4	1.5	1.4	-
Columbia	1.3	1.2	1.4	-	Marion	8.0	8.1	8.1	6.3
Coos	1.3	1.5	.9	3.1	Morrow	.8	1.2	.6	-
Crook	.5	-	.9	-	Multnomah	10.7	14.6	7.8	9.4
Curry	.9	.4	.9	6.3	Polk	1.1	1.5	.9	-
Deschutes	.6	.8	.6	-	Sherman	.2	.4	-	-
Douglas	4.7	3.5	6.1	-	Tillamook	.9	.8	.9	3.1
Gilliam	.2	-	.3	-	Umatilla	3.0	3.8	2.6	-
Grant	-	-	-	-	Union	1.3	1.5	.9	3.1
Harney	1.7	1.5	2.0	-	Wallowa	.5	.4	.6	-
Hood River	.5	.8	.3	-	Wasco	.3	.4	.3	-
Jackson	5.0	3.1	4.6	25.0	Washington	8.3	8.1	9.0	3.1
Jefferson	1.1	-	2.0	-	Wheeler	.3	-	.6	-
Josephine	2.7	1.5	3.2	6.3	Yamhill	2.5	2.7	2.6	-
Klamath	2.5	3.5	1.7	-					

An examination of the full- and part-time placement rates of respondents in a school by various demographic variables reveals that age, sex, number of endorsements, and type of certification appear to be related to school placements.

- Older graduates reported higher full- and part-time placement rates than younger graduates in school settings. The average age for those employed full- and part-time in a school was 29.4 and 29.7 respectively, contrasted with an average age of 27.8 for those not employed in a school who wanted full-time employment. A number of factors might account for this finding. Older graduates would be expected to have more academic and/or "life" experience than younger graduates, both assets to employing districts. Graduates certified in the "other" category (administrators, counselors, supervisors, etc.) have higher placement rates by type of certification (see next page), and respondents with these types of certification would be expected to be older graduates.

	Mean Age
Full-time Employed in School	29.44
Employed as Substitute	28.83
Other Part-time in School	29.74
Not School Employed	26.93
Not Employed in School But Want Full-time Employment	27.76

- Proportionately more males than females were employed full-time in schools. Sixty-two percent of the male respondents were employed full-time in a school compared to 51 percent of the females. A number of factors might account for this finding. For example, in five higher-than-average endorsement areas for placements (basic math, advanced math, physical science, integrated science, and principal) males outnumbered female graduates, 67 to 33 percent; 86 males were certified in these five endorsement areas compared to 43 females. A larger proportion of the males than females might be able to assume coaching assignments in a school, increasing their employment options. Males may also be somewhat less "placebound" than females, increasing their employment options as well.

	Males		Females	
	No.	Percent	No.	Percent
Full-time Employed in School	216	62	402	51
Employed as Substitute	63	18	162	21
Other Part-time in School	20	6	78	10
Not School Employed	31	9	88	11
Not Employed in School But Want Full-time Employment	17	5	59	8
Total	347	100	789	100

- Graduates with multiple endorsements reported higher placement rates than graduates with a single endorsement. Seventy-two percent of respondents with three endorsements were employed full-time, compared to 66 percent with two endorsements and 48 percent with one endorsement.

	Percent Employed by Number of Endorsements		
	1	2	3
Full-time Employed in School	48	66	72
Employed as Substitute	24	14	8
Other Part-time in School	9	8	6
Not School Employed	12	6	9
Not Employed in School But Want Full-time Employment	7	6	5

- Some types of jobs in schools have higher full-time placement rates than others. Counselors/supervisors/psychologists and administrators have higher rates (92 percent and 82 percent, respectively) compared to teachers (52 percent).

	Percent Employed by Certificate		
	Teacher	Psychologist, Supervisor, Counselor	Admin.
Full-time Employed in School	52	92	82
Employed as Substitute	22	0	0
Other Part-time in School	9	8	0
Employed in Nonschool Setting	10	0	6
Not Employed in School But Want Full-time Employment	7	0	12

Types of Assignments

Considerable attention has been placed on the importance of the "entry year" for teachers. Careful scrutiny is frequently placed on the nature of the assignment in the first year, particularly looking to see if teachers are assigned all their courses in their endorsement areas.

Of the 633 respondents employed full-time in a school setting, 486 (77 percent) reported that all of their assignment was in their endorsement area. However, 147 (23 percent) reported that all of their assignment was not in their endorsement area.

Of those employed full-time, 34 percent of the secondary people believed they were "misassigned," compared to 10 percent of the elementary and 5 percent of the "others."

"Misassignment" has a particular definition in Oregon, as defined by TSPC. A misassignment technically occurs when personnel are assigned more than two periods/courses outside of their endorsement area(s).

Of those 147 respondents who believed themselves to be "misassigned" in some way, 92 provided a written explanation indicating the nature of their assignment. Under the TSPC definition, 25 percent of the 92 respondents are technically misassigned. Others report they are assigned for one or two periods/courses outside their endorsement area, and some are assigned from one-to-five periods/courses which technically fall under no endorsement area regulated by TSPC (for example, computer science, driver education, personal finance). (It should be noted that not all of the "misassigned" graduates are employed in Oregon, some are employed in other states.)

Table 23
Explanations of Misassignment
N = 92

Technical Misassignments*		Teaching 2 Courses Out of Endorsement		Teaching 1 Course Out of Endorsement		Teaching Courses Not Covered by Endorsement Area	
No.	%	No.	%	No.	%	No.	%
23	25	27	29	30	33	12	13

*Three or more classes outside endorsement.

Mobility of First-Year Teachers

Considerable attention in studies of first-year teachers is also placed upon mobility rates. Previous studies in Oregon have indicated that as many as 15 percent of teachers employed in their first year will change jobs and move to another school after the first year. This tendency is readily apparent in this study, where 51 percent of the respondents who are full-time employed in a school indicated they are continuing to look for other employment in a school. Although not all these respondents will be successful in their efforts to obtain other school employment, a substantial percentage will very likely be able to locate other employment.

Table 24 provides a breakout of those employed full-time, part-time, and those not employed in a school who are continuing to look for full-time employment in a school. More of the full-time employed "other" than secondary and elementary respondents reported they expected to be looking for full-time employment in another school/district in the next two years: 68 percent to 52 and 47 percent, respectively.

Another very large number of respondents who are not currently employed full-time in a school are continuing to look for full-time employment in a school (408 respondents). The majority of these people are secondary level (59 percent).

Table 24
Continuing to Seek Full-time
Employment in a School

	Full-time in a School, Continuing to Look for Full-time Employment in a School				Part-time in a School, Continuing to Look for Full-time Employment in a School				Not Employed in a School But Continuing to Look for Full-time Employment in a School			
	No.	Elem.	Sec.	Other	No.	Elem.	Sec.	Other	No.	Elem.	Sec.	Other
No	306	134	162	10	41	14	27	0	43	12	29	0
Yes	314	119	174	21	278	132	145	1	130	61	97	2
Total	620	253	336	31	319	146	172	1	173	73	126	2

Education Plans

Nearly half of the 1,074 graduates responding to a question concerning future educational plans indicated they are continuing their education in a college or university program (49 percent); 39 percent of the elementary respondents are continuing their education, 55 percent of the secondary, and 76 percent of the other. The majority of respondents (80 percent) are continuing their education as part-time students.

Table 25
Continuing Education in College/University
N = 497

As:	Elementary	Secondary	Other	Total
Full-time Student	34	64	1	99
Part-time Student	137	239	22	398
Total	171	303	23	497

Eighty-three percent of the respondents are continuing their education at public institutions in Oregon, 6 percent at private institutions in Oregon, and 11 percent in institutions outside Oregon.

Of those respondents continuing their education in Oregon, 91 percent are attending public institutions. The percent of students attending public institutions are as follows: UO, 25 percent; OSU, 11 percent; PSU, 29 percent; WOSC, 15 percent; SOSC, 8 percent; and EOSC, 3 percent.

Table 26
Institutions Where Graduates
Are Continuing Their Education
N = 476

Institution	Elementary	Secondary	Other	Total
Public in Oregon				
UO	25	61	20	106
OSU	13	34	-	47
PSU	44	76	3	123
WOSC	30	35	-	65
SOSC	13	20	-	33
EOSC	5	7	-	12
Private in Oregon				
George Fox	-	2	-	2
Lewis & Clark	7	14	1	22
Linfield	1	1	-	2
Pacific	-	1	-	1
U. of Portland	2	6	-	8
Warner Pacific	-	1	-	1
Columbia Christian	-	1	-	1
Outside Oregon	17	35	1	53
Total	157	294	25	476

While the majority of graduates (75 percent) are pursuing graduate degrees, a substantial number (18 percent) are pursuing another endorsement at the undergraduate level.

Table 27
Degrees or Certificate Graduates Are Pursuing
N = 548

	Number	Percent
MA/MS	409	75
Ph.D./Ed.D.	20	4
None	11	2
Other Undergraduate Endorsement	100	18
Other	8	2
Total	548	

Adequacy of Preparation and Important Skills/Competencies

Twenty-five competencies and skills were identified on the questionnaire as being necessary to the education professional. Although listed in abbreviated form in the following figures and tables, Table 28 on page 43 lists each competency/skill as appearing on the questionnaire.

Graduates who were employed part- or full-time in a school were asked to indicate **how important** each competency/skill was to them in their current assignment; and then to rate **how adequate** their preparation was in each of those areas. "Importance" and "adequacy" were rated on a 1-4 scale, with rating choices as follows:

Rating Choice	Importance of Competence to Assignment	Adequacy of Preparation to Carry Out Assignment
4	Very Important	Excellent Preparation
3	Moderately Important	Good Preparation
2	Not Very Important	Fair Preparation
1	Not Important	Poor Preparation

Figure 1 on pages 44-50 portrays in bar graph form the mean scores for "importance" and "adequacy of preparation" for each competency/skill by a number of respondent groups:

- elementary people employed full- and part-time
- secondary people employed full- and part-time
- "others" (administrators, counselors, psychologists, supervisors) employed full- and part-time
- the total group employed full- and part-time
- the full-time employed respondents only.

It is interesting to note that those respondents employed full-time in a school tended to be the most negative of the respondent groups. Since respondents were surveyed between February and May, full-time respondents already had from six to nine months of employment, and may have been in a position to use more of the competencies and skills in their assignments than the part-time and substitute staff. Because the full-time staff presumably amassed the most experience, their perceptions of adequacy of preparation should probably be relied upon as the most credible respondent group for this study.

Figure 1 indicates that 18 of the 25 competencies/skills are rated by the total respondents employed in a school as "moderately to very important" in their current assignments (mean scores of 3.0 or higher). While nearly three-fourths of the competencies/skills were seen by respondents as being "moderately to very important," only two of the 25 were rated for adequacy of preparation above a mean of 3.0 ("good to excellent" preparation):

- planning for instruction (3.12)
- using educational media (3.00).

Table 29 on page 51 portrays the ratings on "importance" of the 25 skills/competencies by respondents employed full-time in a school. Table 30 on page 52 portrays the ratings on "adequacy of preparation" in the 25 skills/competencies by respondents employed full-time in a school.

Eight competencies/skills were identified by 60 percent or more of the respondents as being "very important" to their assignment. In only four competencies/skills did 60 percent or more of the respondents rate the adequacy of their preparation in the two top ranking categories ("good to excellent").

An analysis of the bottom categories of "importance" and "adequacy" indicate that only four competencies/skills were rated by 15 percent or more of the respondents as being "not important" to their current assignment. These included:

- helping students with lack of English proficiency (23 percent)
- instructing students in use of computers (22 percent)
- math instruction (18 percent)
- providing instruction for physically handicapped (16 percent).

By contrast, 16 competencies/skills were rated by 15 percent or more of the respondents in the "poor preparation" category:

- instructing students in computer use (46 percent)
- helping students with lack of English proficiency (43 percent)
- using computers as instructional tool and evaluating software (41 percent)
- effective use of classroom aides (37 percent)
- handling extracurricular responsibility (35 percent)
- working with parents (28 percent)
- working with educationally gifted (23 percent)
- providing instruction for physically handicapped (22 percent)
- handling discipline problems (21 percent)

- working with administrators (21 percent)
- teaching contributions of cultures (20 percent)
- working with teachers (19 percent)
- organizing instruction for semester/year (19 percent)
- working with educationally handicapped (18 percent)
- keeping records/charting student progress (18 percent)
- math instruction (15 percent).

Table 31 on page 53 portrays the ranking (based on mean scores) received by each competency/skill for "importance" and "adequacy" of preparation. In grouping the top five-ranked competencies/skills for importance to graduates' assignments in Table 32, only two -- subject matter and planning for instruction -- also fell into the top five for adequacy of preparation. This finding validates a widely held belief by many in the education profession that subject matter preparation is generally very good in Oregon colleges and universities.

Table 32
Top Five- and Ten-Ranked Competencies/Skills

Competency/Skill	Importance to Assignment	Adequacy of Preparation
Handling Discipline Problems	1	11
Provide Instruction in Subject Matter Courses	2	3
Adapt Curricular Materials	3	8
Working with Administrators	3	14
Working with Parents	4	18
Working with Teachers	5	9
Planning for Instruction	5	1
Provide Instruction/Supervision in Reading	6	4
Provide Instruction/Supervision in Writing	7	5
Keep Records/Chart Student Progress	8	12
Provide Instruction/Supervision in Speaking	9	7
Working with Educationally Handicapped	10	13

In grouping the top ten-ranked competencies/skills for importance to graduates' assignments in Table 32, seven of the competencies/skills also fell into the top ten for adequacy of preparation. While this finding suggests that 70 percent of the most important competencies/skills to respondents' assignments in a school are rated in the top ten for adequacy of preparation, there are significant gaps between the extent of importance for each

competency/skill and the corresponding adequacy of preparation. These gaps are portrayed in Figure 1.

Conditions of Beginning Service

A number of questions were included on the questionnaire in order to examine the conditions of beginning service for those graduates employed in a school setting. Graduates were asked if the employing school/district provided an orientation program to orient them to the school/district and the assignment. If an orientation was provided, respondents were asked to rate the effectiveness of the orientation program on a four-point scale (not effective, fairly effective, moderately effective, very effective). Respondents were also asked if their employing school/district has a program to assist persons in their first year.

A surprising one-third of those employed full-time in a school received no orientation to the school/district; more than half, furthermore, received no orientation to their assignment. Where an orientation to the school/district was provided, the orientation was rated as "moderately to very effective" by 71 percent of the respondents. However, where an orientation was provided to the assignment, less than half of the respondents found the orientation "moderately to very effective." Only one-third of the full-time employed respondents indicated that their school/district has a special program for beginning employes.

Table 33
Conditions of Beginning Service

Employing School Provided an Orientation:	Full-time		Substitute		Part-Time	
	No.	%	No.	%	No.	%
To School/District?						
No	206	34	110	60	37	45
Yes	394	66	75	41	46	55
To Assignment?						
No	332	56	110	60	42	52
Yes	260	44	73	40	39	48
Number Rating Orientation "Very" to "Moderately" Effective:						
To School District	291	71	58	73	39	80
To Assignment	174	48	57	73	31	65
Have 1st Year Program?						
No	367	64	83	73	53	69
Yes	203	36	31	27	24	31

Slightly more secondary than elementary respondents indicated their school/district has a special program to assist persons in their first year (37 to 30 percent, respectively). The majority of schools/districts, however, have no such programs.

Table 34
Availability of Programs to Assist Persons
In First Year, by Level and Type of Employment in School

Availability of Program to Assist Persons in 1st Year	Level						Type of Employment					
	Elem.		Sec.		Other		Full-time		Substitute		Part-Time	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No	228	70	258	63	15	56	367	64	83	73	53	69
Yes	96	30	150	37	12	44	203	36	31	27	24	31

Respondents were asked how adequately they were supported by their school during the first year. The majority of respondents indicated they were supported "moderately to very well" by the principal and other staff, with support by other staff rated somewhat higher than support by the principal.

Table 35
Percent Supported "Moderately to Very Well"
During First Year in District,
by Level and Type of Employment in School

Source of Support	Level			Type of Employment		
	Elem.	Sec.	Other	Full-Time	Sub-stitute	Part-Time
Supported by Principal	87	85	90	86	84	85
Supported by Other Staff	91	87	93	90	86	87

Although slightly less than one-third of the respondents indicated that their school/district has a special program to assist persons in their first year, six major types of assistance are typically provided. The most common is the periodic visit by the building administrator to review the staff member's carrying out of assignment; 91 percent of the respondents employed in a school with a special program offered this type of assistance. The least common is the assignment of a staff member to work with the new employe; only 40 percent of respondents indicated this type of assistance was provided. Table 36 on the following page contains a breakout of major types of assistance provided.

Table 36
Percent Indicating Type of Assistance Provided
If Special First-Year Programs Are Available,
by Level and Type of Employment in School

	Level				Type of Employment		
	Elem.	Sec.	Other	Total	Full-time	Substitute	Other Part-Time
Assignment of staff member to work with new staff during a specified period of time.	46	37	31	40	40	40	45
Development of an evaluation process between building administrator and beginning staff.	89	88	93	89	90	86	88
Periodic visits by building administrator to review staff member's carrying out of assignments.	94	90	86	91	92	81	96
District-sponsored inservice.	88	80	93	84	82	94	88
Participation in other inservice.	85	76	93	80	80	93	71
Financial support or incentives to participate in continuing professional development.	76	67	86	71	71	81	59

Respondents employed full- and part-time in a school were asked to identify programs or courses they would like to see available through inservice at their district and/or through college-provided professional development courses. Over 1,100 courses were listed by respondents; 68 percent (767) were inservice and 32 percent (369) were college courses. Table 37 on pages 54-56 portrays a listing of the inservice and college course titles requested. (It should be noted that the item soliciting this information on the questionnaire was open-ended; no listing of possible course titles or types was provided. Titles appearing in Table 37 were developed by reviewing all responses and tallying them by these major subjects.)

Subjects most frequently mentioned (25 or more times) were:

- computers, general (143)
- discipline (114)
- classroom management (63)
- communication with parents (50)
- reading, general (40)
- ITIP (34)
- mathematics, "Math Their Way" (32)
- writing, general (30)
- talented and gifted (26)
- mathematics, general (25).

Respondents were asked what improvements in the local school or district support system would have helped them to be more effective in their beginning year. Over 350 recommendations were made; 156 (44 percent) were provided by respondents with elementary certificates and 201 (56 percent) were provided by all other certified respondents. Table 38 on pages 57-58 contains a listing of these recommendations, broken out by elementary people and all others. (The item soliciting this information on the questionnaires was open-ended; no listing of improvements was provided.)

Needed improvements most frequently mentioned (10 or more times) were:

- general orientation (44)
- better communication by school administration of policies, expectation, planning models (36)
- increased time spent in and quality of observation and feedback by school administration (29)
- mentoring by experienced teacher (24)

- communication/sharing with other teachers in school (24)
- better communication by district administration of policies, expectations, planning models (18)
- information on resources (15)
- restricted duties for first-year teachers (15)
- stricter discipline policies and help in enforcing policies by school administration (14)
- curriculum guidelines (13)
- procedures and guidelines manual (13)
- orientation for new teachers only (10).

Opinions Regarding Competency Testing for Certification

Because of the growing interest in Oregon in the use of competency testing as a requirement for certification, an optional question on testing was included on the questionnaire. The majority of the respondents are in favor of required tests for basic skills (86 percent), subject matter (68 percent), professional knowledge (53 percent), and general knowledge (53 percent).

Table 39
Opinions on Testing

Tests	Percent in Favor of Required Tests	Percent Not in Favor	Percent Undecided	Total Respondents
Basic Skills	86	10	4	999
Subject Matter	68	17	16	1,008
Professional Knowledge	53	22	26	994
General Knowledge	53	27	20	994
Attitudes, Interests & Professional Characteristics	32	47	21	998

Respondents employed full-time in a school were generally less favorable to various competency tests than other respondent groups (substitute teacher, part-time, and those not employed in a school).

Table 40
Percent in Favor of
Competency Tests by Type of Employment

	Full-time	Substitute	Part-Time	Not Employed in School
Basic Skills	83	87	87	92
General Knowledge	50	60	49	57
Professional Knowledge	50	50	59	64
Subject Matter	66	68	68	73
Attitudes, Interests & Professional Characteristics	33	31	34	32

Qualitative Comments

In a final open-ended item on the questionnaire, graduates were asked to provide comments on their academic preparation, placement procedures for job searches, and/or the employment situation in their specialty. A total of 887 comments were received, touching on many diverse aspects of their preparation and experiences in the year following graduation.

Table 41 on pages 59-61 contains a listing of the types of comments received, broken out by the number of times the comment was provided by people with elementary certificates, all others, and the total group.

Comments mentioned most frequently by respondents in their written remarks (19 or more times) included:

- the college/university provided adequate or excellent preparation (112)
- the college/university provided poor preparation (94)
- general praise for placement services (47)
- not enough preparation on practical matters (46)
- general criticism of placement services (41)
- need less classroom time, more student teaching (34)
- jobs are scarce in my field (32)
- not enough preparation on job searches, resume writing, and interviewing (24)
- not enough preparation on discipline (23)
- positive experiences in student teaching (21)

- not enough preparation on classroom management (20)
- general criticism of faculty who taught preparation classes (20)
- the reputation of education as a profession needs improvement (19).

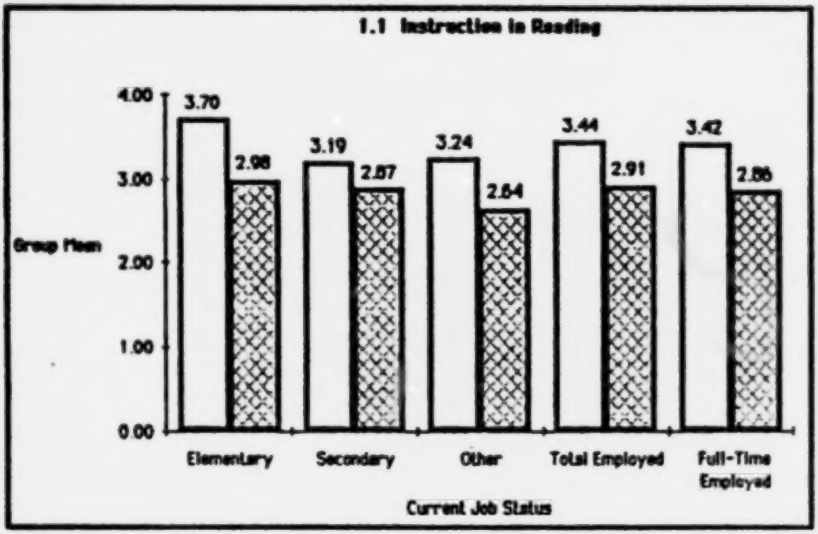
Table 28
Twenty-five Competencies and Skills
Identified on the Questionnaire
as Being Important to the Education Professional

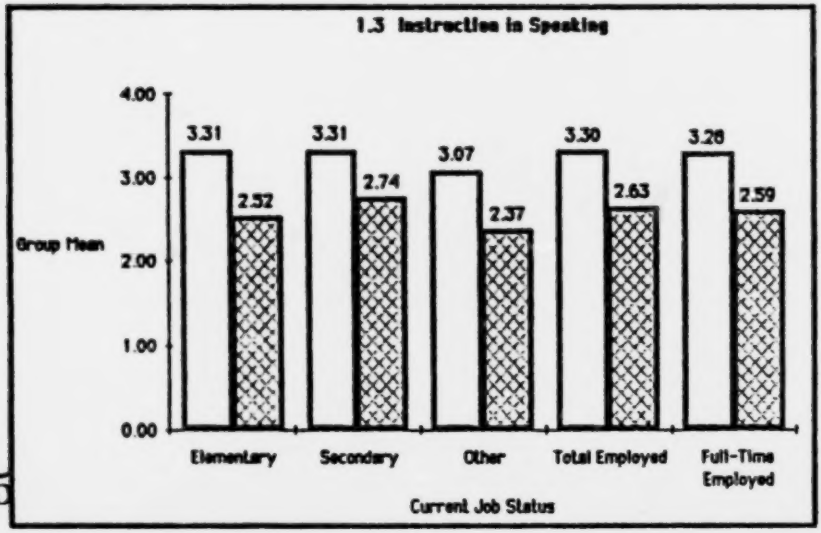
1. Providing instruction (or supervision for administrators) in reading.
2. Providing instruction (or supervision for administrators) in writing.
3. Providing instruction (or supervision for administrators) in speaking.
4. Providing instruction (or supervision for administrators) in mathematics.
5. Providing instruction in the subject matter courses for which you have responsibility (or supervising for administrators).
6. Planning for instruction, including constructing lesson plans.
7. Adapting curricular materials to various ability levels and interests of students.
8. Organizing instruction for a semester or year.
9. Grouping students to facilitate teaching and learning.
10. Handling discipline problems in the classroom.
11. Providing instruction (or services for counselors or administrators) for the physically handicapped.
12. Working with slow learners and students who are educationally handicapped.
13. Working with fast learners and students who are educationally gifted.
14. Helping students who lack proficiency in English.
15. Helping students to learn to value the contributions of people from other cultures and differing backgrounds.
16. Using computers as an instructional tool and evaluating software in preparation area(s).
17. Providing instruction to help students use computers.
18. Pre-testing, post-testing, and displaying (summarizing and reporting) learning gains.
19. Keeping records and charting student progress toward goal attainment.
20. Using educational media.
21. Handling extra-curricular responsibilities.
22. Making effective use of classroom aides.
23. Working effectively with parents.
24. Working effectively with other teachers.
25. Working effectively with other administrators.

Adequacy Rating

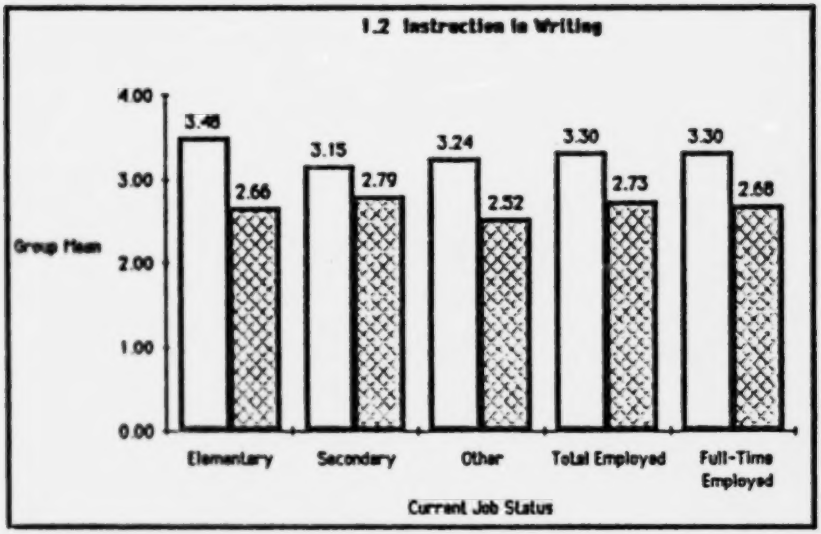
Importance Rating

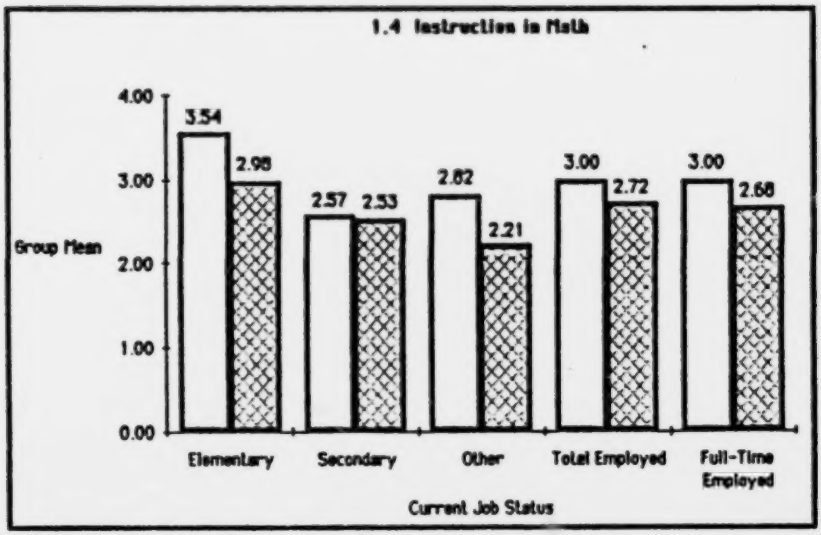
Figure
A Comparison of Mean Rating
25 Competencies/Skills to Ad





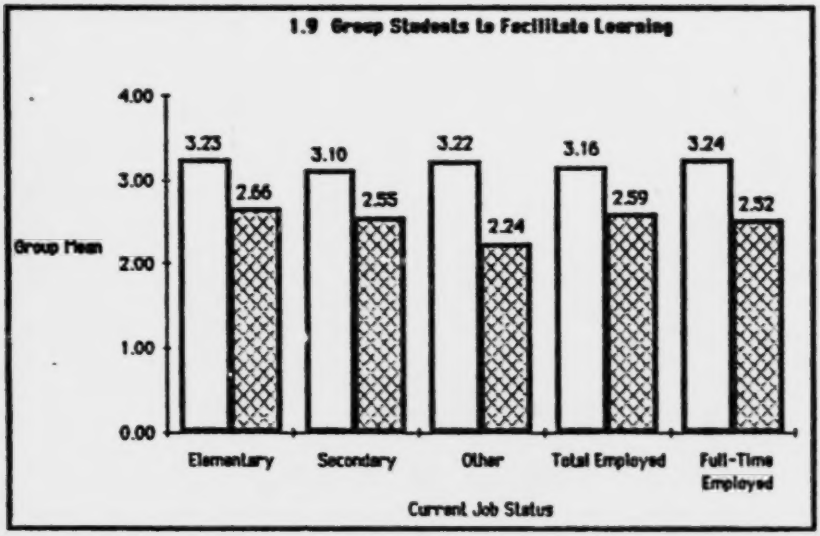
on the Importance of
quacy of Preparation*





Adequacy Rating

Importance Rating



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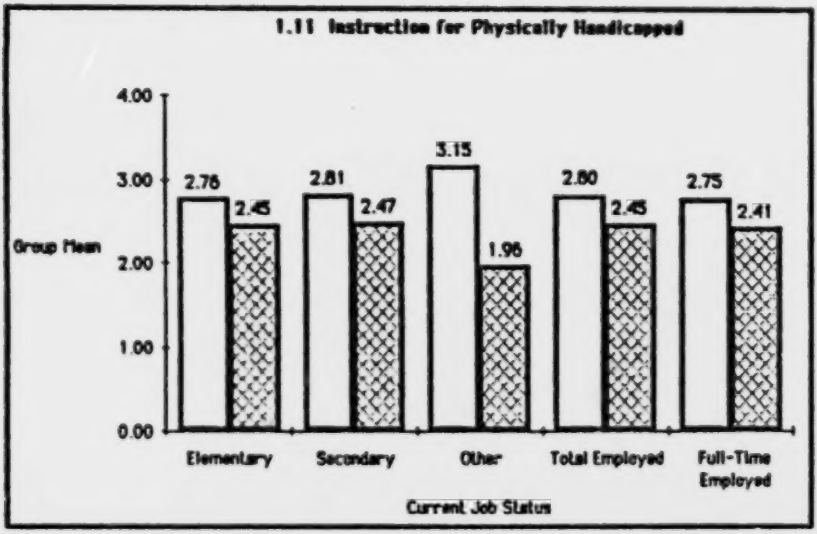
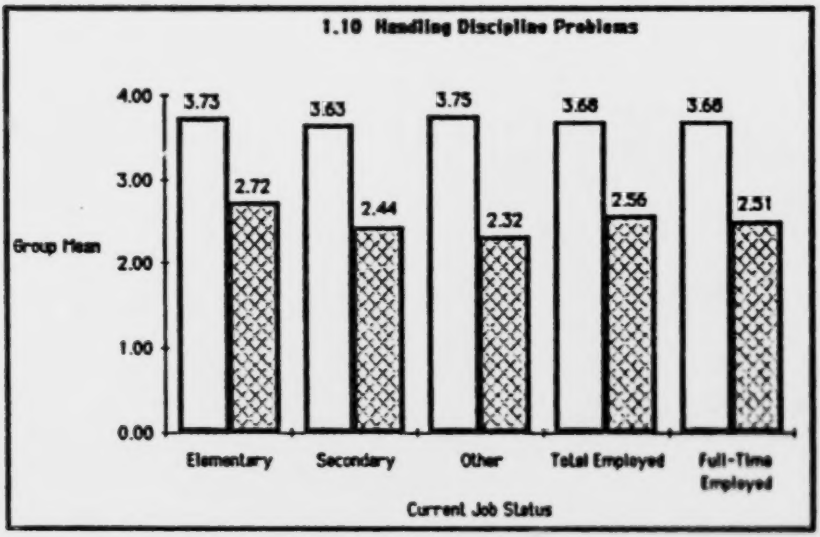
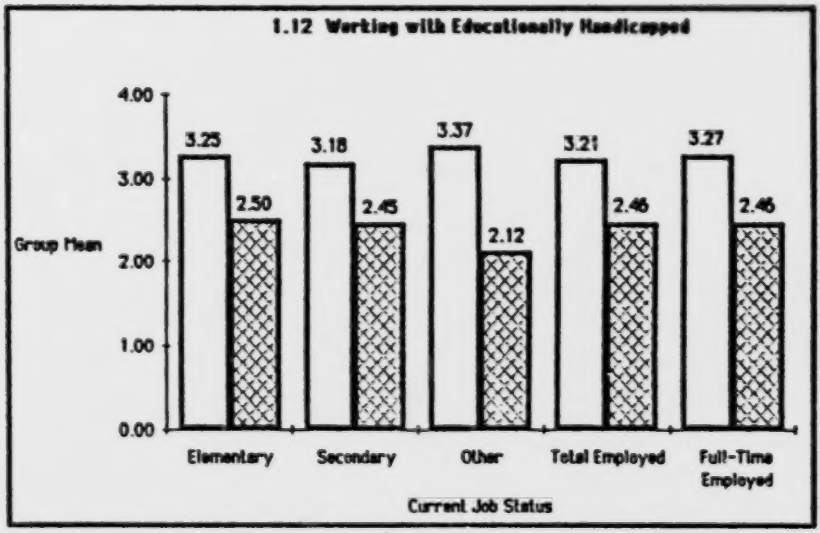
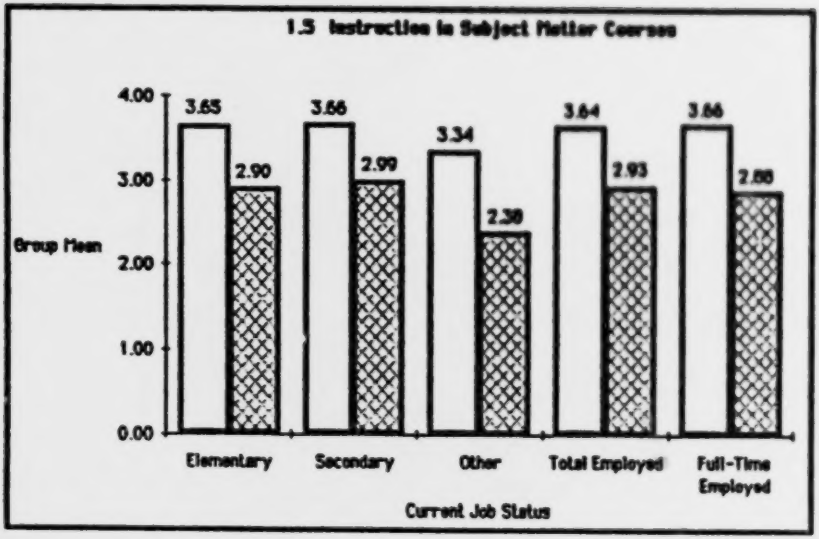


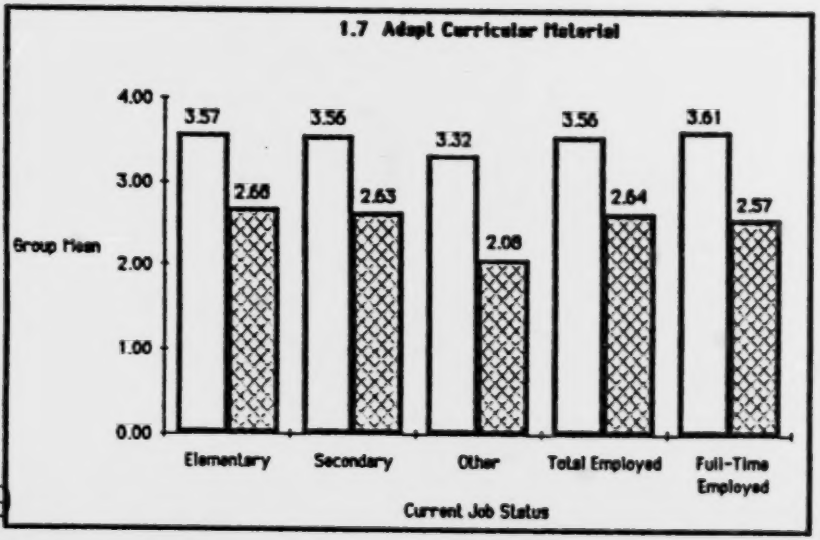

1.10 Handling Discipline Problems
4.00
3.00
2.00
1.00
0.00
Group Mean
3.73
2.72
3.63
2.44
3.75
2.32
3.68
2.56
3.68
2.51
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

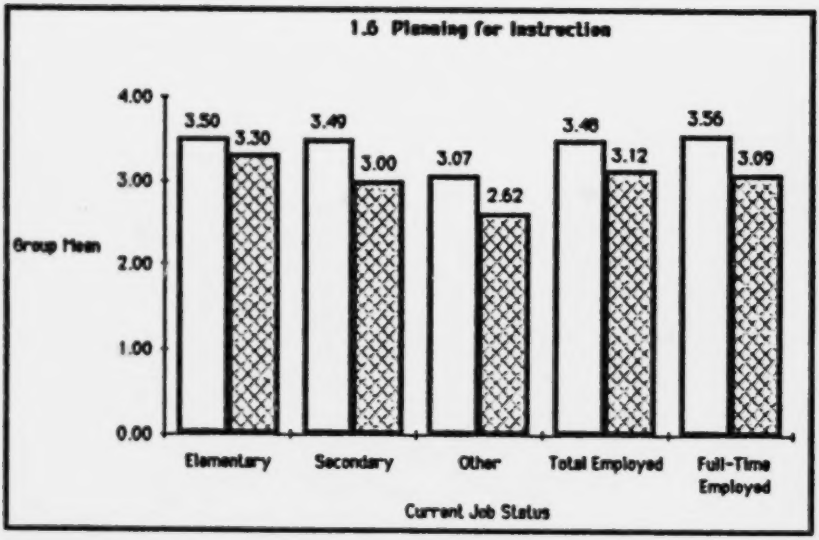

1.12 Working with Educationally Handicapped
4.00
3.00
2.00
1.00
0.00
Group Mean
3.25
2.50
3.18
2.45
3.37
2.12
3.21
2.46
3.27
2.46
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

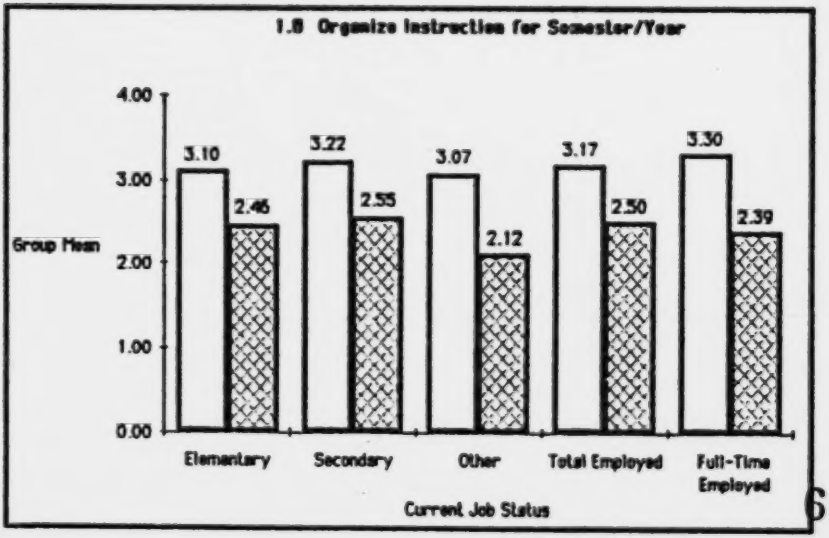
Adequacy Rating

Importance Rating



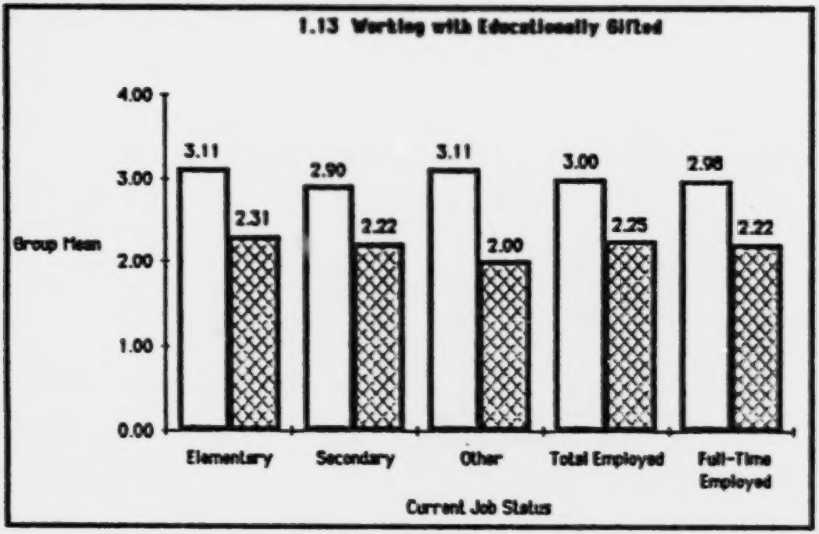


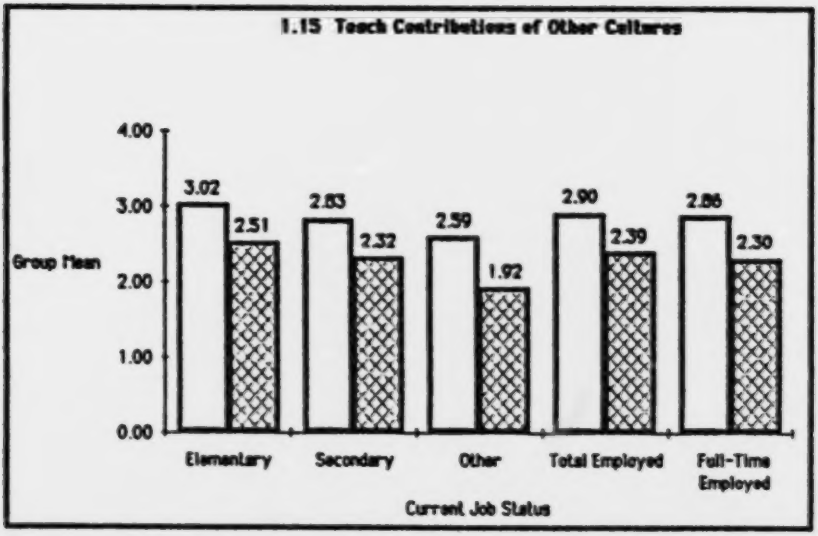

1.6 Planning for Instruction
4.00
3.00
2.00
1.00
0.00
Group Mean
3.50
3.30
3.49
3.00
3.07
2.62
3.48
3.12
3.56
3.09
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

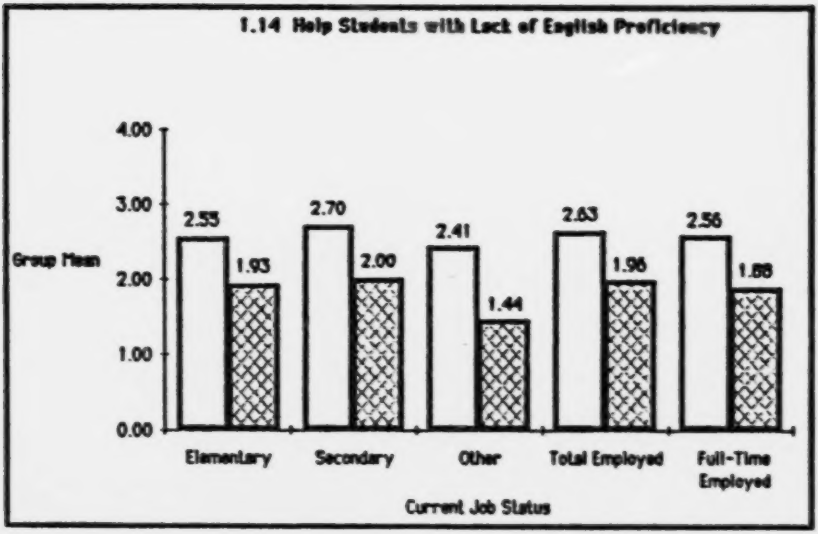

1.8 Organize Instruction for Semester/Year
4.00
3.00
2.00
1.00
0.00
Group Mean
3.10
2.46
3.22
2.55
3.07
2.12
3.17
2.50
3.30
2.39
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

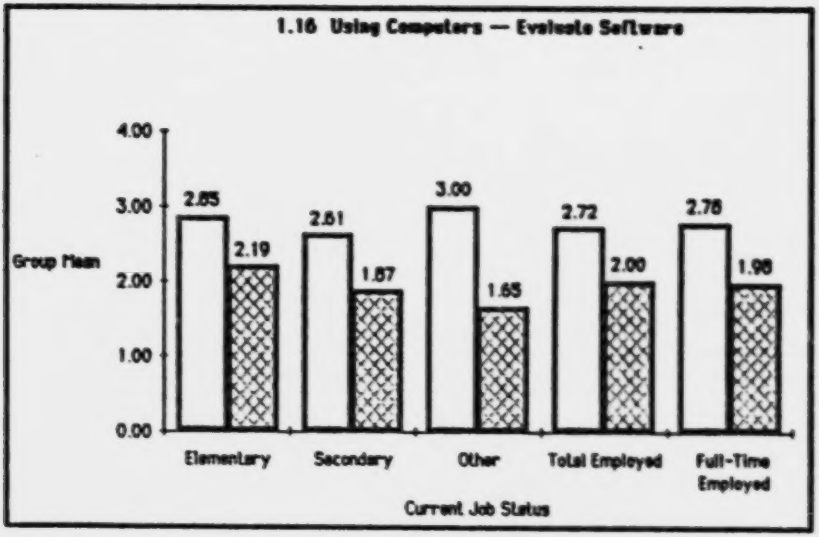
Adequacy Rating

Importance Rating



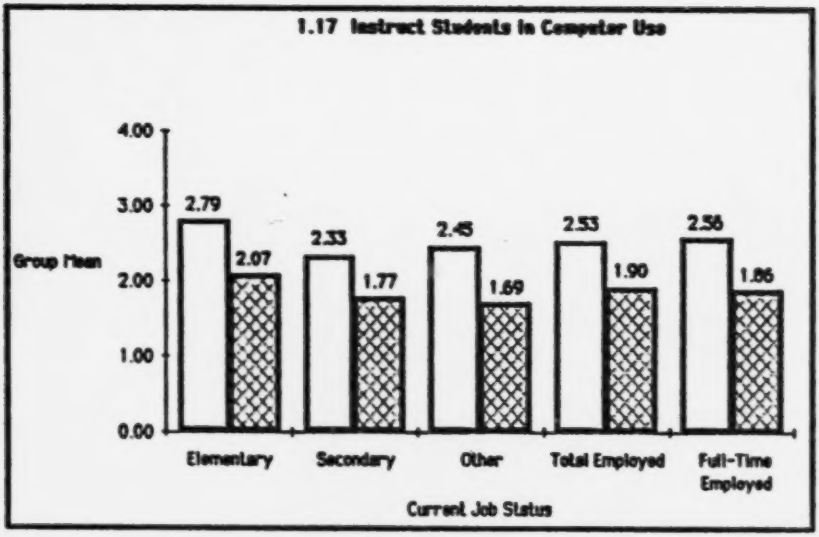


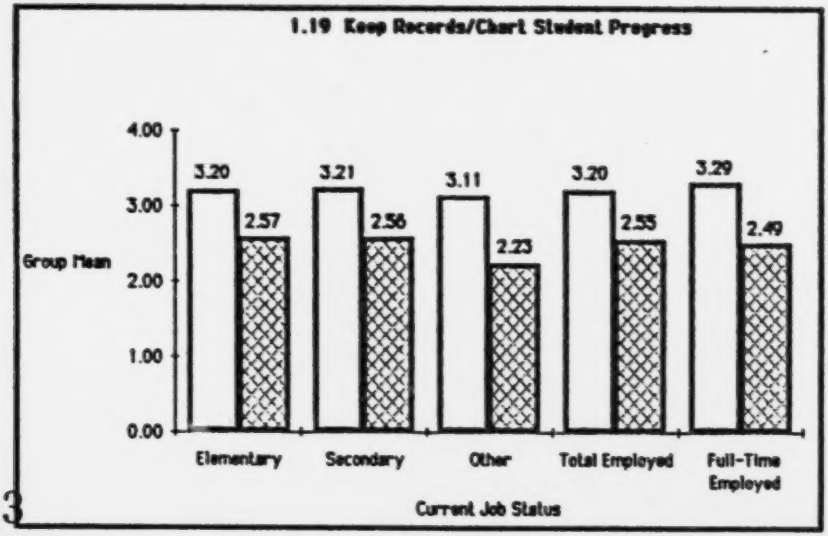

1.14 Help Students with Lack of English Proficiency
Group Mean
4.00
3.00
2.00
1.00
0.00
2.55
1.93
2.70
2.00
2.41
1.44
2.63
1.96
2.56
1.88
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

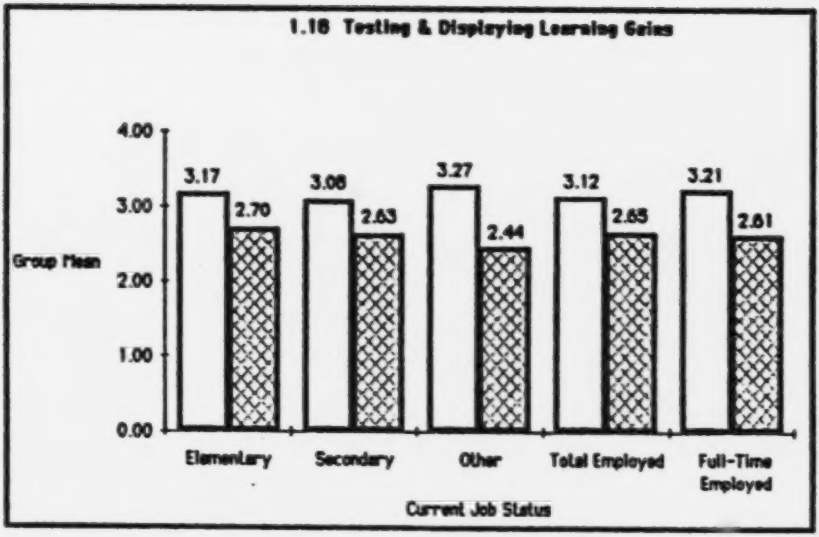

1.16 Using Computers — Evaluate Software
Group Mean
4.00
3.00
2.00
1.00
0.00
2.85
2.19
2.61
1.87
3.00
1.65
2.72
2.00
2.78
1.98
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

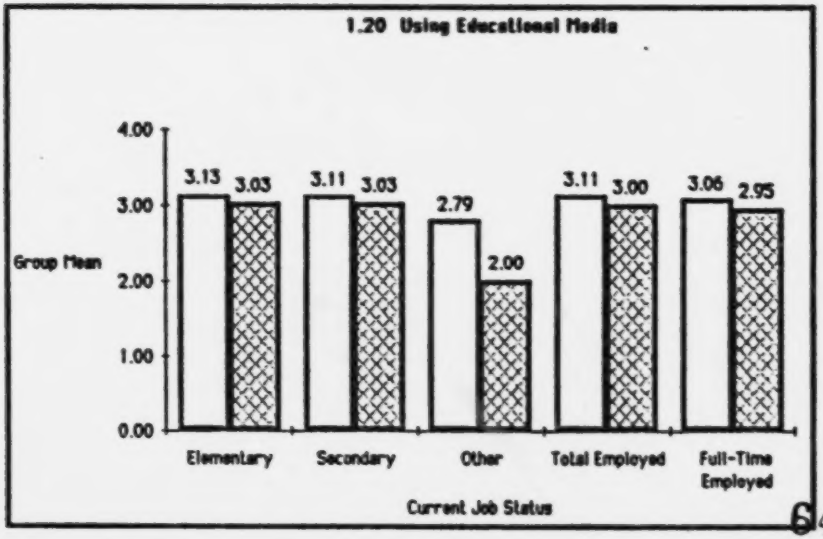
Adequacy Rating

Importance Rating



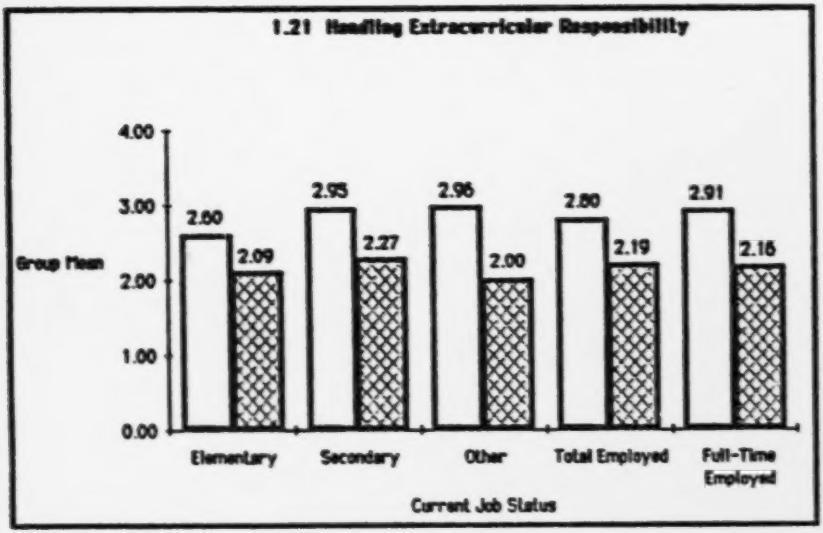



1.18 Testing & Displaying Learning Gains
Group Mean
4.00
3.00
2.00
1.00
0.00
3.17
2.70
3.08
2.63
3.27
2.44
3.12
2.65
3.21
2.61
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status


1.20 Using Educational Media
Group Mean
4.00
3.00
2.00
1.00
0.00
3.13
3.03
3.11
3.03
2.79
2.00
3.11
3.00
3.06
2.95
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

Adequacy Rating

Importance Rating



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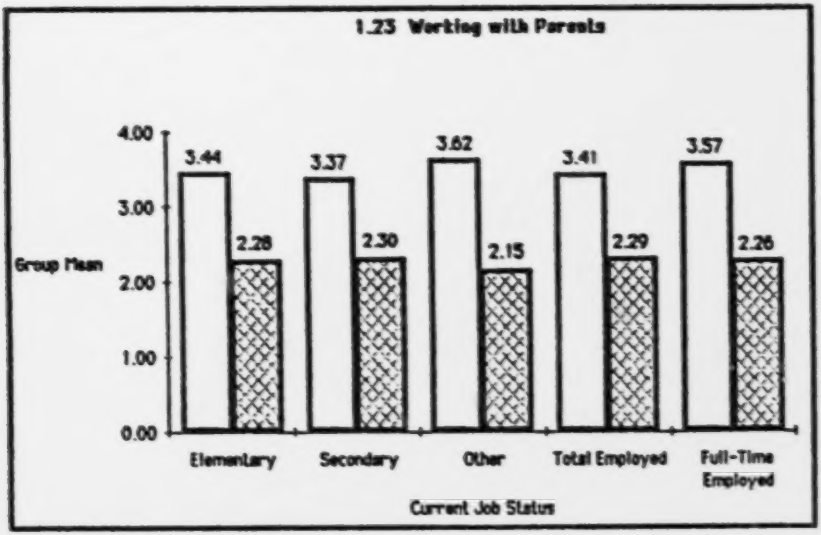
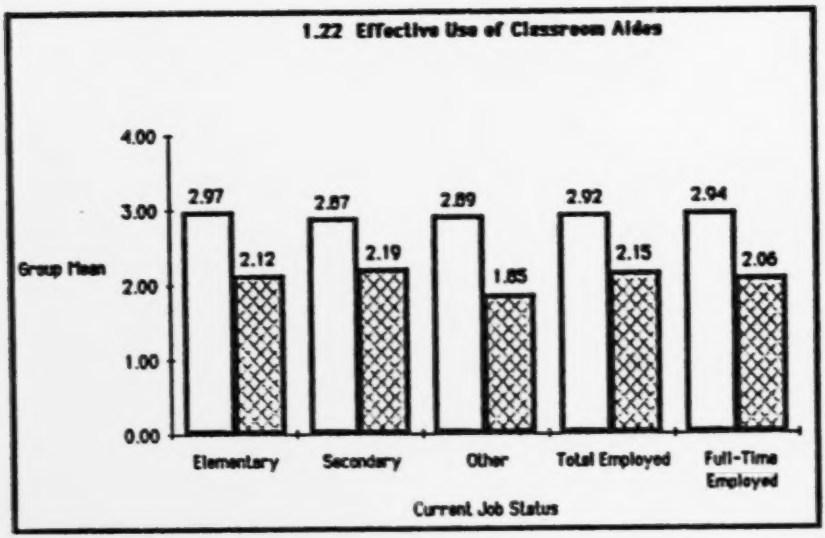
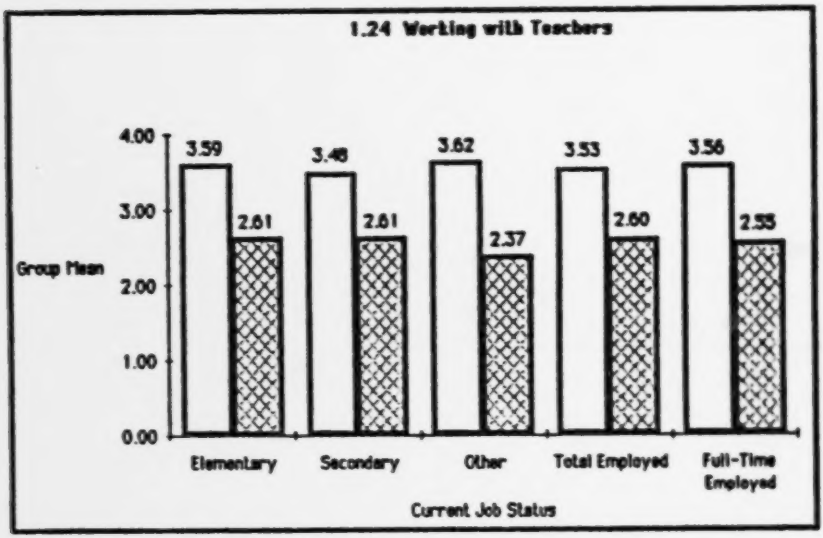
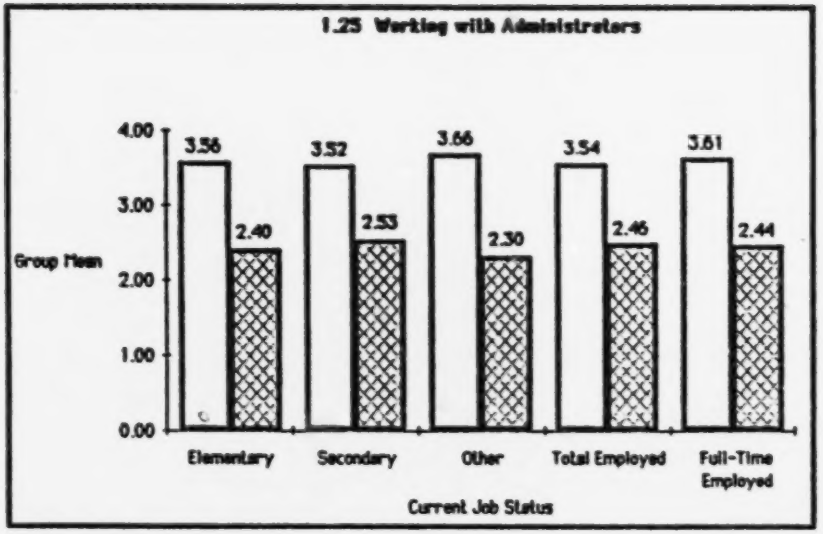



1.22 Effective Use of Classroom Aides
Group Mean
4.00
3.00
2.00
1.00
0.00
2.97
2.12
2.87
2.19
2.89
1.85
2.92
2.15
2.94
2.06
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status


1.24 Working with Teachers
Group Mean
4.00
3.00
2.00
1.00
0.00
3.59
2.61
3.48
2.61
3.62
2.37
3.53
2.60
3.56
2.55
Elementary
Secondary
Other
Total Employed
Full-Time Employed
Current Job Status

Adequacy Rating

Importance Rating



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*Elementary	= Elementary people employed full- and part-time
Secondary	= Secondary people employed full- and part-time
Other	= "Others" (administrators, counselors, psychologists, supervisors) employed full- and part-time
Total Employed	= The total group employed full- and part-time
Full-Time Employed	= The full-time employed respondents only

Table 29
Ratings on Importance of 25 Skills/Competencies
by Respondents Employed Full-time in a School

Skills/Competencies	Very Important		Moderately Important		Not Very Important		Not Important	
	No.	%	No.	%	No.	%	No.	%
Provide Instr/Supv in Reading	382	64	128	21	51	9	40	7
Provide Instr/Supv in Writing	334	56	154	26	75	13	39	7
Provide Instr/Supv in Speaking	317	53	174	29	66	11	42	7
Provide Instr/Supv in Math	296	49	115	19	83	14	105	18
Provide Instruction in Subject Matter Courses	464	79	79	13	17	3	29	5
Planning for Instruction	424	70	118	20	34	6	27	5
Adapt Curricular Material	451	75	102	17	24	4	28	5
Organize Instruction for Semester/Year	291	49	224	38	48	8	32	5
Group Students to Facilitate Teaching/Learning	293	50	185	31	73	12	38	7
Handling Discipline Problems	481	80	71	12	19	3	28	5
Instruction for Physically Handicapped	179	32	154	28	135	24	91	16
Working with Educationally Handicapped	302	51	184	31	75	13	33	6
Working with Educationally Gifted	210	35	238	40	73	12	75	13
Help Students with Lack of English Proficiency	147	25	171	29	136	23	134	23
Teach Contributions of Other Cultures	168	28	230	39	137	23	58	10
Using Computers/Eval. Software	158	27	228	39	122	21	84	14
Instruct Students in Computer Use	129	22	202	34	133	22	129	22
Testing & Displaying Learning Gains	267	45	208	35	97	16	23	4
Keep Records/Chart Student Progress	304	51	191	32	75	13	29	5
Using Educational Media	206	35	250	42	106	18	33	6
Handling Extracurricular Responsibility	201	34	202	34	132	22	60	10
Effective Use of Classroom Aides	215	36	200	34	97	16	78	13
Working with Parents	428	72	111	19	28	5	31	5
Working with Teachers	423	71	119	20	21	4	34	6
Working with Administrators	441	74	108	18	20	3	28	5

Table 30
Ratings on Adequacy of Preparation in
25 Skills/Competencies by Respondents
Employed Full-time in a School

Skills/Competencies	Excellent Preparation		Good Preparation		Fair Preparation		Poor Preparation	
	No.	%	No.	%	No.	%	No.	%
Provide Instr/Supv in Reading	161	27	236	40	155	26	44	7
Provide Instr/Supv in Writing	122	20	232	39	174	29	69	12
Provide Instr/Supv in Speaking	113	19	203	34	195	33	82	14
Provide Instr/Supv in Math	145	25	197	34	155	26	90	15
Provide Instruction in Subject Matter Courses	154	27	246	42	134	23	46	8
Planning for Instruction	267	45	166	28	116	19	48	8
Adapt Curricular Material	113	19	195	33	212	35	80	13
Organize Instruction for Semester/Year	85	14	170	29	225	38	109	19
Group Students to Facilitate Teaching/Learning	88	15	209	36	206	35	81	14
Handling Discipline Problems	118	20	187	32	164	28	123	21
Instruction for Physically Handicapped	88	16	167	30	178	32	119	22
Working with Educationally Handicapped	96	16	181	31	207	35	103	18
Working with Educationally Gifted	45	8	177	30	238	40	134	23
Help Students with Lack of English Proficiency	39	7	99	17	190	33	247	43
Teach Contributions of Other Cultures	62	11	167	29	239	41	118	20
Using Computers/Evaluate Software	53	9	123	21	169	29	243	41
Instruct Students in Computer Use	44	8	102	17	169	29	270	46
Testing & Displaying Learning Gains	124	21	195	33	188	32	82	14
Keep Records/Chart Student Progress	115	19	171	29	200	34	108	18
Using Educational Media	180	31	245	42	121	21	44	8
Handling Extracurricular Responsibility	79	13	139	24	168	28	205	35
Effective Use of Classroom Aides	64	11	126	22	178	30	218	37
Working with Parents	85	14	149	25	193	32	167	28
Working with Teachers	116	20	208	35	156	26	114	19
Working with Administrators	102	17	184	31	181	31	126	21

Table 31
Rankings Received for Competencies and Skills
by Respondents Employed Full-time in a School*

Competencies & Skills	Ranking Received for Importance to Assignment	Ranking Received for Adequacy of Preparation
Provide Instruction/Supervision in Reading	6	4
Provide Instruction/Supervision in Writing	7	5
Provide Instruction/Supervision in Speaking	9	7
Provide Instruction/Supervision in Math	14	5
Provide Instruction in Subject Matter Courses	2	3
Planning for Instruction	5	1
Adapt Curricular Materials	3	8
Organize Instruction for Semester/Year	7	16
Group Students to Facilitate Teaching/Learning	11	10
Handling Discipline Problems	1	11
Instruction for Physically Handicapped	20	15
Working with Educationally Handicapped	10	13
Working with Educationally Gifted	15	19
Help Students with Lack of English Proficiency	21	23
Teach Contributions of Other Cultures	18	17
Using Computers as Instruction Tools/ Evaluate Software	19	22
Instruct Students in Computer Use	21	24
Testing & Displaying Learning Gains	12	6
Keep Records/Chart Student Progress	8	12
Using Educational Media	13	2
Handling Extracurricular Responsibilities	17	20
Effective Use of Classroom Aides	16	21
Working with Parents	4	18
Working with Teachers	5	9
Working with Administrators	3	14

*Rankings do not total 25 because some competencies skills "tied" by mean score.

Table 37
Listing of Inservice and College Courses
Requested by Respondents, by Title

Title	Inservices	College Courses	Number of Times Mentioned
Abduction, prevention of	0	1	1
Administration, courses in	1	2	3
Alcohol & Drugs, dealing with	6	1	7
Apathy, overcoming	1	1	2
Art	8	2	10
Behavior Management	9	7	16
Budgeting	2	0	2
Business	6	2	8
Certification			
General	2	3	5
Master's programs	0	3	3
National Teachers Exams	0	1	1
Renewal Procedure & Requirements	1	2	3
Child Abuse, recognizing/coping with	6	1	7
Classroom			
Enrichments	1	0	1
Environments	2	0	2
Management	45	18	63
Multicultural Aspects	8	4	12
Organization	6	2	8
Coaching	2	1	3
Communication			
General	4	3	7
(with) Administration	9	5	14
(with) Aides	5	1	6
(with) Community	5	0	5
(with) Parents	38	12	50
(with) Other Teachers	6	0	6
Computers			
Administrative Uses	2	0	2
(in) Elementary Curriculum	9	4	13
General	107	36	143
(in) High School Curriculum	1	0	1
Programming	5	5	10
Software (general)	8	2	10
Word Processing	1	1	2
Counseling	6	5	11
Curriculum			
Adapting to Various Levels	6	2	8
General	18	6	24
Long-range Planning	6	8	14
Materials Preparation	2	1	3
Nontext Materials Development	2	1	3

Title	Inservices	College Courses	Number of Times Mentioned
Dance	3	0	3
Discipline	78	36	114
ESL Students	6	2	8
Extracurricular Activities	3	1	4
First Aid	2	1	3
First Year Teaching	3	0	3
Foreign Languages	5	1	6
Fund Raising	0	3	3
Grading Techniques	6	7	13
Grammar	4	4	8
Grouping Techniques	7	1	8
Handwriting			
General	2	1	3
Italic	1	0	1
History	0	1	1
Home Economics	1	1	2
Inservices			
General	2	1	3
How to give	4	2	6
ITIP	21	13	34
Job Search Strategies	3	1	4
Law (teachers' rights)	4	1	5
Leadership	1	0	1
Learning			
Centers	2	0	2
Theory	1	3	4
Lesson Plans	5	1	6
Listening Skills	0	1	1
Literature	2	2	4
Mathematics			
General	20	5	25
"Math Their Way"	17	15	32
Remedial	2	1	3
Media Use	4	3	7
Middle School, Philosophy of	0	2	2
Motivation			
(of) Students	12	4	16
(for) Teachers	3	0	3
Music			
Band	0	2	2
Elementary School	2	1	3
General	5	1	6
Methods (ORFF, ETM, etc.)	1	0	1
Parents (as assistants)	1	1	2
P.E.	1	2	3
Phonics	3	3	6
Problemsolving	2	1	3

Title	Inservices	College Courses	Number of Times Mentioned
Public Speaking	0	1	1
Reading			
Diagnostic	1	0	1
General	22	18	40
Remedial	5	3	8
Recordkeeping	7	3	10
Resources			
Availability of	4	2	6
Development of	1	1	2
Resource Rooms	0	1	1
Science			
Elementary	10	4	14
Secondary	0	5	5
Social Studies	6	5	11
Special Education			
Deaf	1	2	3
Emotionally Disabled	9	0	9
General	10	6	16
Learning Disabled	11	5	16
Mainstreaming	6	1	7
Physically Disabled	3	1	4
Processing of	1	0	1
Speech	3	4	7
Spelling/Vocabulary	3	3	6
Staffing	3	0	3
Stress Management	3	0	3
Student Power Mobilization	1	1	2
Study Skills	3	2	5
Substitute Teachers Program	9	3	12
Talented and Gifted	18	8	26
Teaching (Miscellaneous)			
Creativity	7	1	8
"Hands On"	2	0	2
Individualization of	4	0	4
Models (specific)*	5	7	12
Outside the Classroom	1	0	1
Testing/Evaluation (of students)	8	6	14
Textbook Selection/Evaluation	6	1	7
Time Management/Organization	6	5	11
Union, Policies and Procedures	3	1	4
Vocational	0	1	1
Total	767	369	1,136

*Includes such special methods as Project Wild, Madeline Hunter, Summer Hill, SPICE, and Spauldings Writing Road to Reading, each of which was mentioned at least once.

Table 38
Recommended Improvements that Schools/Districts
Could Implement To Support Entry-year People

Improvements	Elementary	All Others	Total
Administration (District Level)			
Policies, expectations, planning models: need for better iteration	11	7	18
Generally critical of district administrative policies/support	3	0	3
Administration (School Level)			
Discipline: need for stricter policies/help enforcing policies	1	13	14
Observation and Feedback: need for increase in time spent and quality	12	17	29
Policies, expectation, planning models: need for better iteration	15	21	36
Generally critical of school administrative policies/support	1	7	8
Communication, Sharing (need for)			
(with other teachers) in same school	11	13	24
(with other teachers) from different schools	3	2	5
Curriculum Guidelines (need for)			
What to teach, how to teach it	6	7	13
Continuity (need for)			
Year-to year considerations, change in teachers, etc.	2	5	7
Financial (considerations)			
Continuing education (funds to take more courses, stay current in field, etc.)	1	2	3
Resources (funds to provide more teaching resources/supplies)	0	8	8
Hiring Policies			
Timely hiring to provide adequate preparation (need for)	4	5	9
Inservices			
Criticism of existing	0	3	3
Need for	3	3	6

Practice	Elementary	All Others	Total
Mentoring (need for) Experienced teacher to monitor, guide, evaluate	11	13	24
Observation Time (need for) General	2	6	8
(of) Teachers outside the school where employed	1	0	1
Orientation (need for) General	29	15	44
Midyear (for those hired other than start of fall term)	3	2	5
New teacher only	5	5	10
Procedures and Guidelines Manual (need for)	5	8	13
Resources Information (need for)	6	9	15
Restriction of Duties for First Year Teachers (need for)	2	13	15
Student Profile/Assessment Data	1	2	3
Substitute Teachers Critical of general treatment	0	5	5
Improvement of instruction from regular teacher (need for)	3	2	5
Orientation (need for)	5	4	9
Procedures manual (need for)	2	0	2
Timetables for Covering Materials (need for)	7	1	8
Union Information (need for)	1	3	4
Total	156	201	357

Table 41
Summary of Written Remarks on Questionnaire

Remarks	Elementary	All Others	Total
Counseling/Advising at College/University			
Excellent	1	0	1
Inadequate	1	3	4
Praise for specific counselor	1	0	1
Criticism of specific counselor	0	1	1
Education as a Profession			
Reputation needs improvement	4	15	19
Teaching is hard	0	3	3
Teaching is enjoyable	3	6	9
Credentialing requirements need to be coordinated with other states	5	3	8
My decision to teach was the right one	4	1	5
My decision to teach is questionable	2	1	3
My decision to teach was wrong	1	2	3
I'm not a new teacher	4	8	12
Education Department of Credentialing University			
General Comments:			
Provided excellent preparation	35	30	65
Provided adequate preparation	27	20	47
Provided inadequate preparation	28	66	94
No program can teach teachers to teach	5	11	16
Supportive climate	4	0	4
Unsupportive climate	2	4	6
Compared favorably with other colleges attended	3	4	7
Compared unfavorably with other colleges attended	2	3	5
Too expensive	1	2	3
Specific Curricular Comments:			
Not enough on classroom management	7	13	20
Not enough on discipline	4	19	23
Not enough on job search, resume, and interviewing	12	13	25
Not enough on methods	5	10	15
Not enough on political matters	1	5	6
Not enough on practical matters	18	28	46
Not enough on special education	5	8	13
Not enough on working with administrators	0	3	3
Not enough on working with parents	2	5	7
Material out of date	0	3	3
Material too theoretical	8	8	16
Material unrelated to classroom realities	4	6	10
Material overlaps too much between courses	1	4	5
General negative remarks	0	2	2

Remarks	Elementary	All Others	Total
Faculty Comments:			
General praise for	9	5	14
General criticism of	8	12	20
Out of touch with noncollege classroom	8	7	15
Praise for specific faculty	1	6	7
Criticism of specific faculty	2	1	3
Employing School			
Experience generally positive	9	4	13
Experience generally negative	3	4	7
Expects too much work (generally)	1	4	5
Expects too much work (outside field of expertise)	0	3	3
Interview techniques poor/inappropriate	2	8	10
Did not notify whether hired or not	1	3	4
Employment			
Personal:			
Was easy to obtain	1	4	5
Was difficult to obtain	1	4	5
Did not get a job	7	7	14
Wanted full-time but got only part-time	8	0	8
Should have been advised of likelihood that wouldn't be hired	5	5	10
General:			
Jobs scarce in education/my field	13	19	32
Jobs plentiful in education/my field	2	3	5
Placement			
General:			
Praise for	20	27	47
Criticism of	14	27	41
Specific Remarks:			
Did not help me get a job	1	6	7
Did not send list of openings or sent infrequently	2	5	7
Cost too much	5	6	11
Lost my placement files	1	5	6
Need computerized lists of openings--lists incomplete	5	7	12
Too much duplication of information required for placement	3	0	3
Student Teaching			
General:			
Positive experience	12	9	21
Positive experience but could have been better	0	3	3
Negative experience	1	2	3

Remarks	Elementary	All Others	Total
Specific:			
Need less classroom time, more student teaching	14	20	34
Need more classroom time	4	0	4
Employing school was supportive	2	0	2
Employing school was not supportive	0	1	1
Master teacher was supportive	4	2	6
Master teacher was not supportive	1	2	3
Master teacher was skilled	3	3	6
Master teacher was not skilled	0	3	3
Substitute Teaching			
Positive experience	5	1	6
Negative experience	0	1	1
Not supported by school	1	0	1
Not supported by district	1	0	1
Need orientation	3	0	3
Should be required of all prospective teachers	3	0	3
Tests (Competency, for Teachers)			
Categorically in favor of	4	5	9
Theoretically in favor of, but current one not good	3	9	12
In favor of as screen to get into teacher education, but not at exit	1	8	9
Categorically against	6	9	15
Tests too hard	0	1	1
Tests insulting	0	2	2